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General Membership



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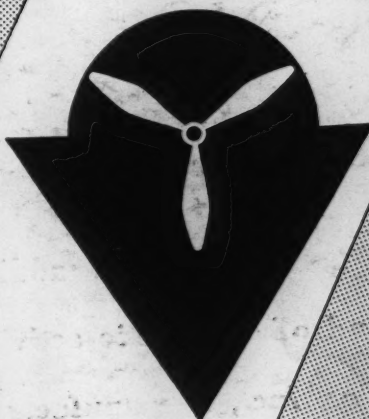


HIGH SCHOOL VICTORY CORPS INSIGNIA

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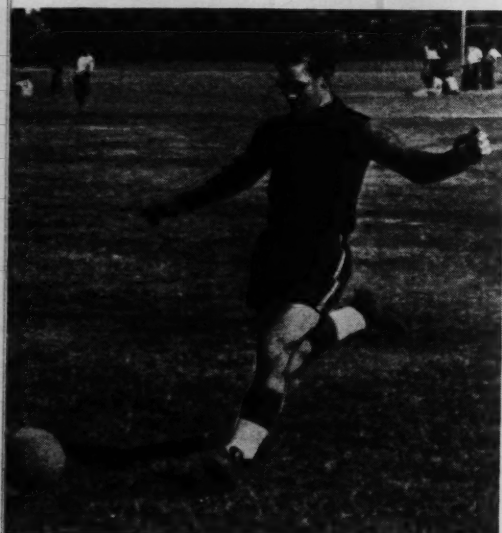
THE STORY OF NET GAMES



LACROSSE The Canadian Indians called it baggataway centuries ago. Teams ranged from 75 to 2,000 on a side; the field was boundless; strategy called for crippling the other team. The French changed the name to Lacrosse because the netted stick reminded them of a bishop's crozier, or cross. Standard rules were first framed in 1867 when Canada became a dominion. Shortly after the game was introduced in the U. S. in Boston.



SOCCER AND LACROSSE AS PLAYED YEARS AGO
and in the 20th century



SOCCER Back in the 11th century some English excavators started booting around the skull of a Dane who had been part of an invading army. A ball was soon substituted for the skull and the game became known as futballe. Later it was organized as soccer football. Americans took up soccer after the Revolutionary War. The first intercollegiate game was played between Princeton and Rutgers on November 6, 1869.



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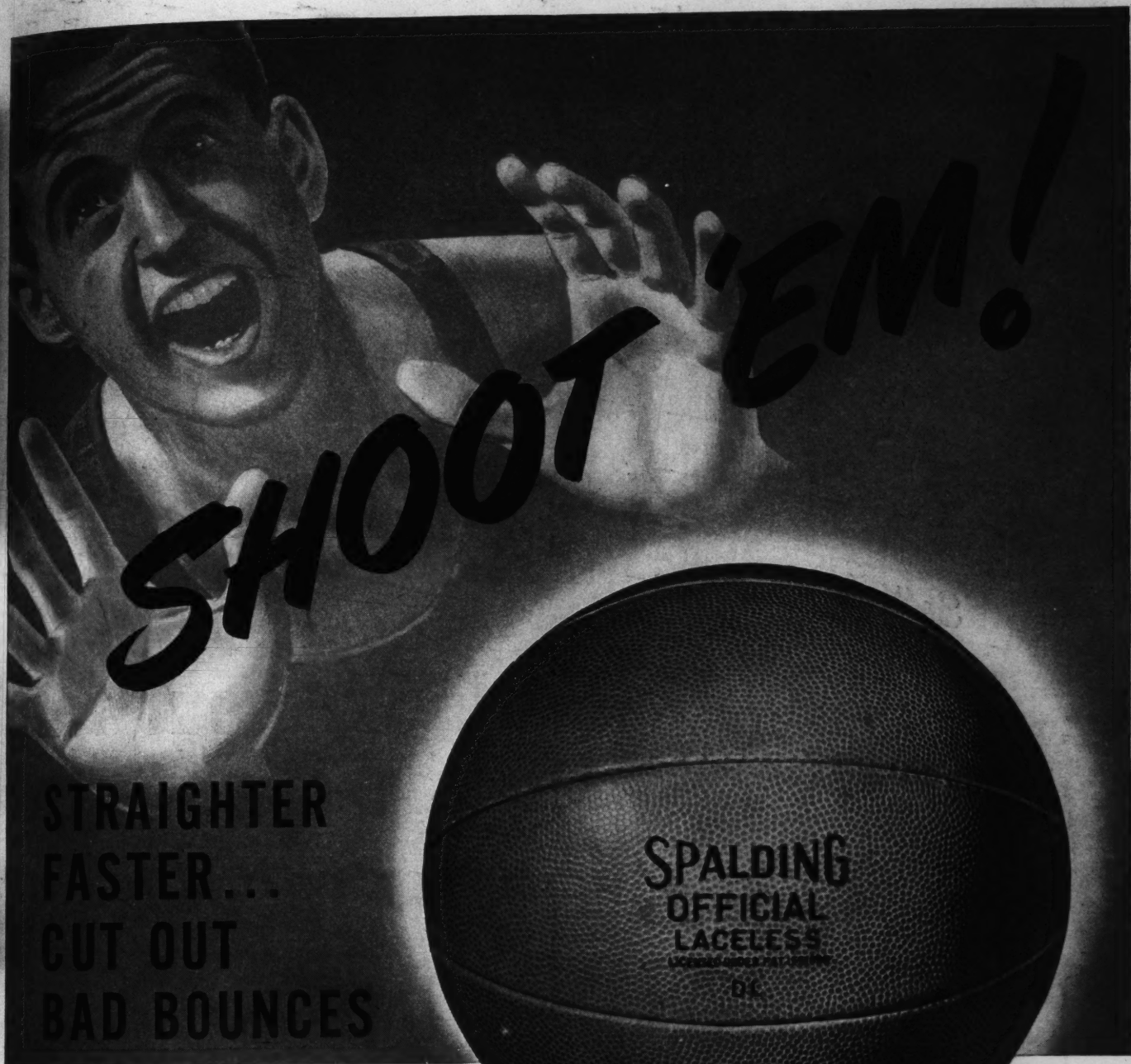
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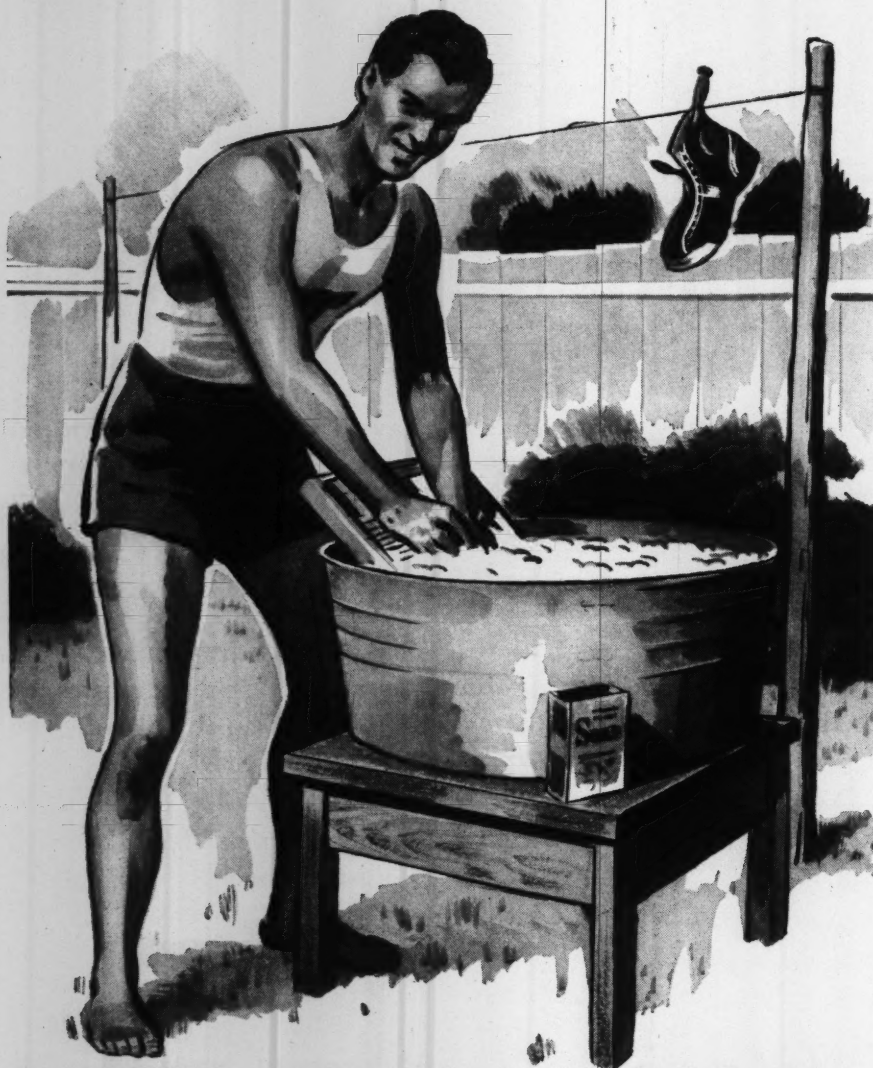
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SCHOLASTIC COACH

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THE way wars are fought today, there are no ivory towers. That's why we call it "total" warfare. It reaches into every phase of a nation's life. It is waged not only on the battlefield, in the factory, and in the home, but in every classroom throughout the country.

For some time now, our military has been asking our schools to use every means at their disposal to train boys and girls for direct participation in the war effort. They are not asking the schools to equip the students with guns. What they want is (a) physical toughening and (b) technical training in such courses as physics, mathematics, mechanics, radio, and electrical shop work—the bread-and-butter specialties of modern armies.

Veni, vidi, VC

Now before our 28,000 high schools is a plan that fills this bill and at the same time embodies the type of challenge that appeals to schoolboys and schoolgirls. The plan, known as the High School Victory Corps, is the joint brain-child of the United States Office of Education and the National Policy Committee.

A democratic and voluntary organization, the Victory Corps creates a nation-wide framework into which schools may, if they desire, fit their existing student war organizations. Any and all students enrolled in a senior high school where a Victory Corps unit is organized may become general members by meeting these simple requirements:

1. The student must be participating in the school physical fitness program.
2. The student must be studying courses commensurate with his abilities and probable usefulness in the war effort.
3. The student must be taking part in at least one of these suggested Victory Corps activities: air warden, firewatcher or other Civilian Defense work; U.S.O. volunteer activities; Red Cross services; scale model airplane building; health services; farm aid or other part-time employment to meet manpower shortages; school-home-community services, such as salvage drives, care of small children for working mothers, gardening, book collection, and similar activities.

Here Below

Upon acceptance for general membership in the HSVC, the student is privileged to wear the Corps' general insignia. He may, if he meets the qualifications, be granted membership in one of the Corps' five special divisions during his 11th or 12th year in school. The five divisions are:

1. Air Service, for students preparing for service as aviation cadets or as aircraft repair or maintenance workers.
2. Land Service, for students preparing in some branch of the U. S. Army ground forces (infantry, tank corps, artillery, signal corps).
3. Sea Service, for students preparing for some branch of Navy or Merchant Marine (other than Naval Aviation).
4. Production Service, for students preparing for work in war industry, agriculture, or other essential civilian production jobs.
5. Community Service, for students preparing for work in community or other service occupations, such as teaching, social work, medicine, nursing, dentistry, librarianship, or other professional services; stenographer, typist, bookkeeper, or other commercial service; home-making, child care, home nursing, nutrition, or similar services.

Voluntary military drill

One of the objectives of the Victory Corps will be voluntary military drill. While this was rejected as "regimentation" during peace time, there is no disputing its value and necessity today. However, neither the Army nor the Navy will take a hand in this program. The U. S. Office of Education plans to publish an HSVC manual on military drill this fall in collaboration with the armed forces.

The complete details for installing, organizing, and operating the HSVC program may be found in the

pamphlet being distributed by the U. S. Office of Education to every high school administrator in the country. *Education for Victory*, the bi-weekly publication of the Office of Education, will keep the administrator informed on all HSVC developments.

Scholastic Magazine, *The American Observer*, and *Our Times* will serve as official high school student publications for the High School Victory Corps.

It is interesting to note that the one standard requirement for all five HSVC divisions is participation in a program of physical fitness. This is in keeping with the universally accepted idea that a vigorous type of physical fitness is essential in the development of the highest type of fighting men.

Physical fitness

In recognition of the immediate need of toughening high school students, the U. S. Office of Education, in cooperation with the Army, Navy, and U. S. Public Health Service, is now engaged in organizing and promoting an emergency physical fitness program. The program recommends:

1. Five full periods a week of instruction in physical education activities.
2. Ten hours of participation per week in interscholastic athletics, intramurals, mass athletics, road work, hikes, week-end outings, school journeys, and other vigorous activities.

The activities included in the program for boys are organized under these headings: (1) sports and games, (2) gymnastics, (3) combatives, and (4) aquatics. These are the activities upon which the military places so much stress in its training programs. For girls, rhythmic replace combatives.

The use of these more intensive activities and the increase in the over-all time allotment are the two main deviations from the ordinary physical education program.

Insofar as the school health program is concerned, Colonel Leonard G. Rowntree, chief of the Medical Division of the Selective Service System, offers these suggestions for obtaining a maximum health quotient for every student.

First, it should be realized that existing disabilities can be remedied in a large percentage of cases
(Continued on page 30)

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INDIVIDUAL DEFENSIVE LINE PLAY

By Clyde Williams

Clyde Williams, up until Pearl Harbor head football coach at the San Bernardino, Calif., High School, is now a lieutenant in the physical education department of the U. S. Naval Pre-Flight School at St. Mary's College.

ANYBODY who thinks of a defensive lineman as a "cog in a machine" has never played doormat to a thundering herd of football beef or has never learned anything therefrom.

The defensive lineman is first and last an individualist. He may sometimes coordinate his efforts with a teammate, or with two teammates, but usually he is on his own.

This doesn't mean that there's no pattern to the defense. Certain offenses are best countered with preconceived plans of defense. But even here there is plenty of flexibility to the lineman's play. The end, for example, may be instructed to strip the interference and set up the ball-carrier for the tackle. But the execution is up to himself. He may do it a certain way on one play and in another on the next.

The coach's chief obligation to the defensive lineman is a thorough schooling in fundamentals and stunts. The more diversified his bag of tricks, the more variety there is to his play. But there is danger here.

The high school coach must remember that he's working with green material. Trying to cram too much into a boy's head is as bad as teaching him too little. A few stunts perfectly mastered are preferred to twice the number half learned and sloppily executed.

In every defense the players need individual coaching on their special responsibilities. In the standard 6-2-2-1, these duties may be described as follows.

First the lineman takes a good-braced stance with the foot nearest the ball in advance. He knows the down, yards to go, score, and pet plays of the quarterback in certain parts of the field. If he is let in unmolested, he watches for a mouse-trap. He immediately drops to the ground and turns to the inside.

Play of the ends

With the offensive strength on his side, the end watches the outside back for his cue. If the back blocks in on the tackle, the end takes two long steps across at an angle to the

spot over which the back's tail had rested, finishing with the same foot up.

He goes across low with the feet well under control. He is prepared to go in any direction, but never dives in unless it is to make a tackle. He looks for the ball and watches for reverses and sucker plays.

In his braced position, he can hit with the hands, arms and shoulders, and then recover to fill to his tackle. If the play looks like an end run or off-tackle drive, he cleans out the interference so that the full or half can make the tackle. If the play is going the other way, he does not throw caution to the winds and fly off after it. To safeguard against reverses, he first lets the play take form.

Should the end or back come toward him, he looks for a reverse block and a play at or around him. In this case, he uses his hands on the man and plays him in to the tackle. He always helps his tackle. He never splits too far from him, as a large hole makes it tougher on the backer-ups.

The weak-side end takes two steps across the line of scrimmage on an angle, and looks for the ball. He is constantly on the alert for reverses and sucker plays. He fills to his tackle, and looks inside at all times. He follows the play only after it is definitely going the other way.

Play of the tackles

The tackle makes his play differently. If the outside back is playing outside the end, the tackle, when the action comes his way, plays the outside shoulder of the end, contacting him momentarily with his shoulder or hands. At the proper time and with proper footing, he lets the outside back have all his shoulder power and lifts him up and slightly towards the outside.

The tackle is always ready to fill in to the inside and help his guard on cutbacks. But he cannot disregard the halfback, as this is the man who can do the most damage on the play.

If no one takes a crack at him, the tackle can be pretty certain a sucker play is in the offing. To meet it, he stays low and comes in at an angle two steps, looking to the inside. He finishes with the inside foot up, using it as a brace if the inside back or running guard comes at him.

On a sure pass, the tackle buries

the end at once. He should have a plan worked out with the defensive end so that he (tackle) can occasionally crash into the backfield while the end takes his place across the line. Anything different helps harass the opponents.

Where the offense sets up in a balanced line with split ends and the backfield shifted away, caution is demanded. The tackle should play the outside shoulder of the defensive tackle, hitting in at an angle about a yard. If the end comes in at him, the tackle plays him out to avoid being buried.

Against an unbalanced line with both the ends and tackles split, the idea is to play the tackle's outside shoulder and take him into the backfield with the shoulder and hands. The tackle may get his cue from the end in this case. If the latter comes in at him, the tackle must play him to the outside.

On passes the tackle's duty is to rush the passer after carrying out his primary assignment. At the same time, he keeps an eye open for cutbacks and delayed sucker plays. Like the end, the tackle strips the interference whenever he can't make the tackle on a play at him.

Play of the guards

The guards must always be prepared to play the hard way. The short-side guard plays on either side of the center, always worrying this man in an effort to make him throw the ball away. He lifts the center and plays the ground around him. If possible, he pushes him around to fill the hole.

The guard is always in position to go to either side and fill towards the play. He has the jump on the opposing center as the snapper's head is down, but should never play the running guard hole with a driving charge. The objective is to get across the line and be in position to recover in case both the center and guard go to work on him.

The strong-side guard plays on all fours; he is the only man in the line who does. He plays a standard distance from the offensive guard, generally on the inside shoulder of the tackle. He uses his shoulder on every play, aiming at the cheekbone. At the snap, he comes across one step with the feet well braced, raising his opponent at the same time.

He works in on an angle, never



yielding an inch of ground and playing his own territory. He turns everything in. On a pass, he drops back and protects the vulnerable spot down the center but only after making his initial charge.

This, in general, constitutes the individual coaching for the six men in the line. Variations are necessary, of course, to meet special situations. If the opponents' passes are clicking, for example, the ends may be dropped back on sure pass plays, particularly the weak-side end. He takes one step across the line of scrimmage, then, as he sees the pass play take form, drops back into the backfield.

Wednesday drill

The line coach should devote one day a week—preferably Wednesday—strictly to defense, drilling each man individually to make certain he knows what he is doing and that he is cooperating with the other men in the line.

In most high school leagues, it is necessary to prepare defenses against these systems of offense: Notre Dame, double and single wings, T, and short punt. Fortunately, a neighboring team's offense is always well known in advance, especially if it's been scouted. If the game is scheduled for Friday, the previous Wednesday is probably the best time to discuss the opponents' plays. The discussion need not be long, and should include only the basic points. The time is more profitably spent in familiarizing the players with the defense that's been prepared.

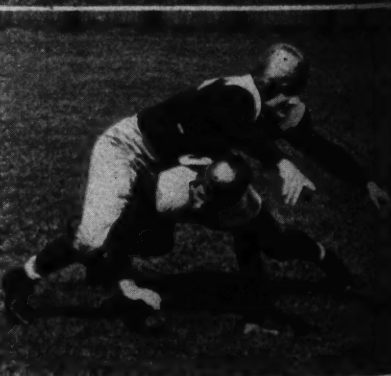
For this practice, it is well to have the junior varsity or third-string team run the opponents' plays against the first two teams. The opponents' best men, both on offense and defense, should be imitated.

In scouting the coach should not over-concentrate on offense. Defense is important, too. He should determine whether it is of a charging, shifting or waiting nature, and the type of stunts used.

In any one season, most high schools will use at least three major defenses—the 6-2-2-1, the 7-1-2-1, and the 5-3-2-1; and three minor defenses, such as the 6-3-2, the 7-2-2, and the 8-2-1. Care must therefore be taken to coach the offense on what measures to adopt against these types, with special emphasis on split or spread defenses which invariably pop up when least expected.

PIVOT BLOCK

(Courtesy U. S. Rubber Co.)



FRANK LEAHY ON BLOCKING

(Book Review)

THE pictures of the head and shoulder block on this page and the pivot block on the facing page give you a fair idea of the wonderful assortment of technical action strips in Frank Leahy's new bulletin on blocking, tackling and ball-carrying, which you may obtain absolutely free by checking "U. S. Rubber Co." in the master coupon on page 40.

The book is worth its page numbers in Chicago Bear full-backs. Every fundamental block, tackle, and ball-carrying stunt is illustrated in full-page plates of progressive action pictures! The pictures, which were posed for by Notre Dame players, are large, clear and show precise detail.

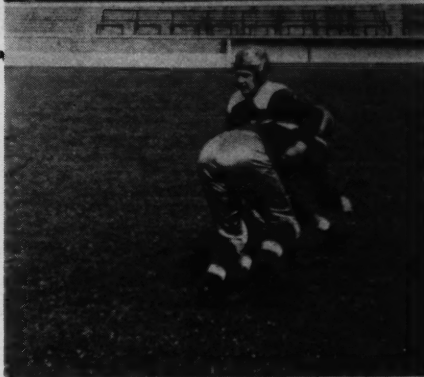
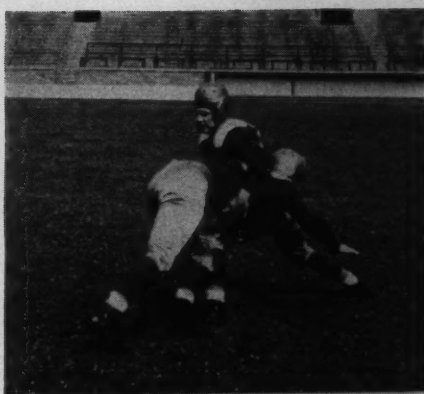
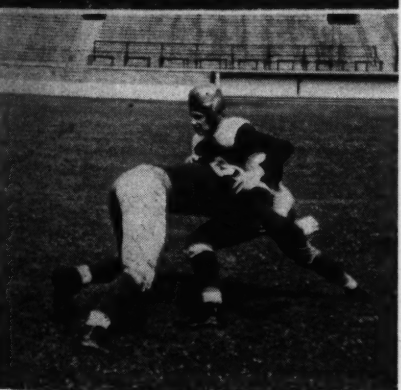
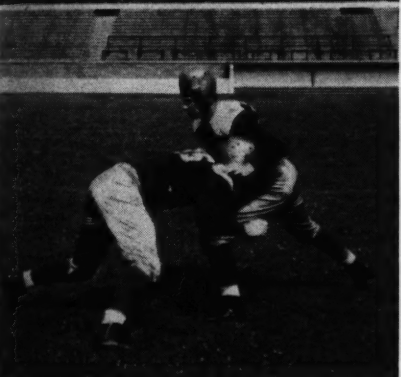
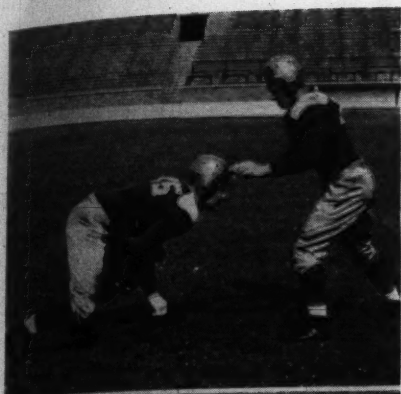
In addition there are numerous single action shots that illustrate the key points of the techniques. All in all there are 83 pictures and five winning plays from the Notre Dame system.

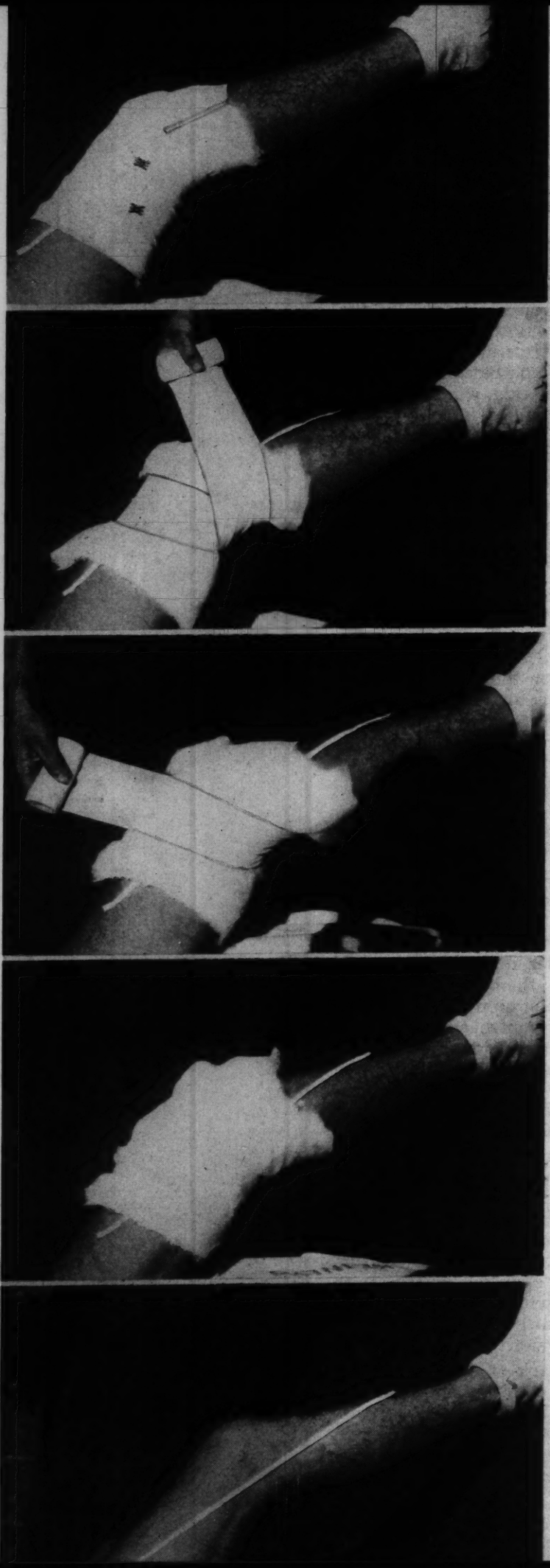
The text is neatly organized, concise and graphic, so that it can be absorbed by coach and beginning player alike.

The head and shoulder block, for example, is analyzed in this fashion: Staying low, drive your left shoulder into the opponent's thigh and then work up with short digging steps. At the same time, shoot your head a little past him so that the side of your head and your neck catch him in the side. Keep your left elbow out at shoulder level with the hand clenched on the chest.

Your right foot, by this time, should be planted outside the opponent's left foot. The head and eyes should be up, back straight, tail low, and feet wide apart. To lift the man up and away from the play, stick close and with your legs wide apart, continue to drive upward and away from the play with short choppy steps.

In the back of the book, Steve Epler, the daddy of six-man football, diagrams the three key six-man formations (single wing, T, and punt) and goes on to give five well-selected plays for each.

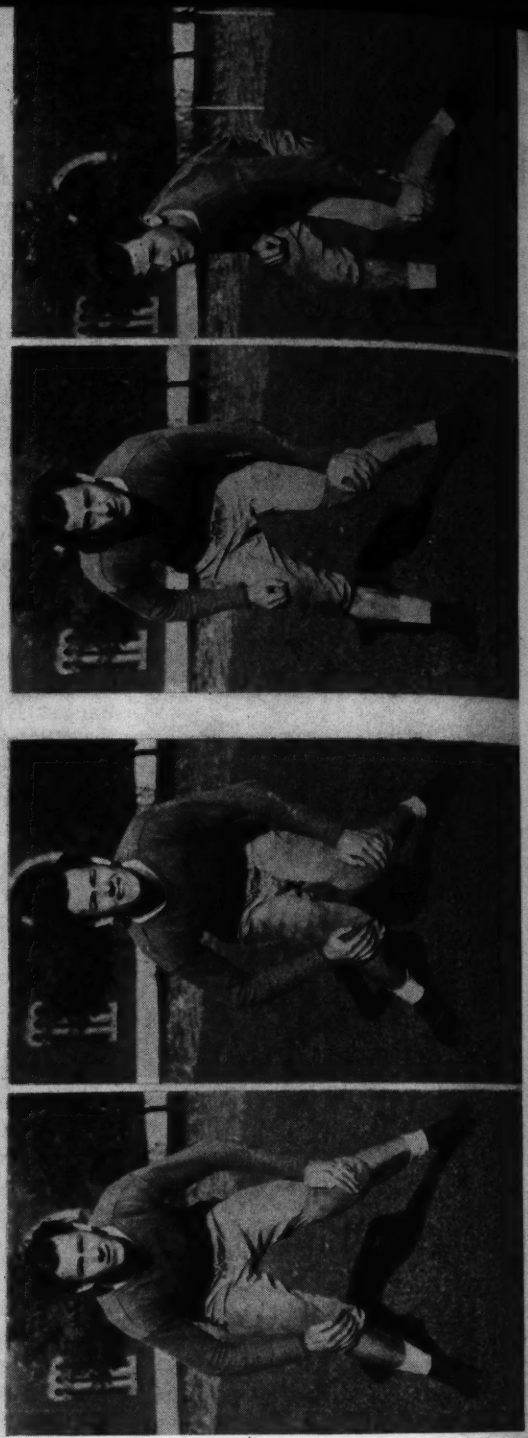




HOW TO PROTECT THOSE KNEES

Above, a knee support for non-contact work and general wear. May be worn for game, but a boy with a knee that needs this type of support shouldn't be allowed to play. The cotton padding is applied over a long thin strip of tape which has its sticky side up. A 3-inch tension bandage is then adjusted over the cotton in figure-8 fashion and anchored with clips or tape.

On the right are two good conditioning exercises. First, from a wide stance with the hands cupped over the knee joints, fingers together and pointing in, the athlete brings his knees together and applies pressure with his hands at the same time. Second, exercising one knee at a time in similar fashion. The movement here embodies more of a pivot and increased pressure on the ligaments.



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PREVENTION OF KNEE INJURIES

By Frank Wiechec

Frank Wiechec, Temple University trainer, offers an exercise program for the prevention of knee injuries.

THE most common injury in football is the ankle sprain. But the most disabling and costly injury is that to the knee joint.

Lloyd, Deaver, and Eastwood state that "approximately 49 per cent of all college football injuries are found in the foot and leg area, the knee and the ankle being the parts most frequently injured."¹

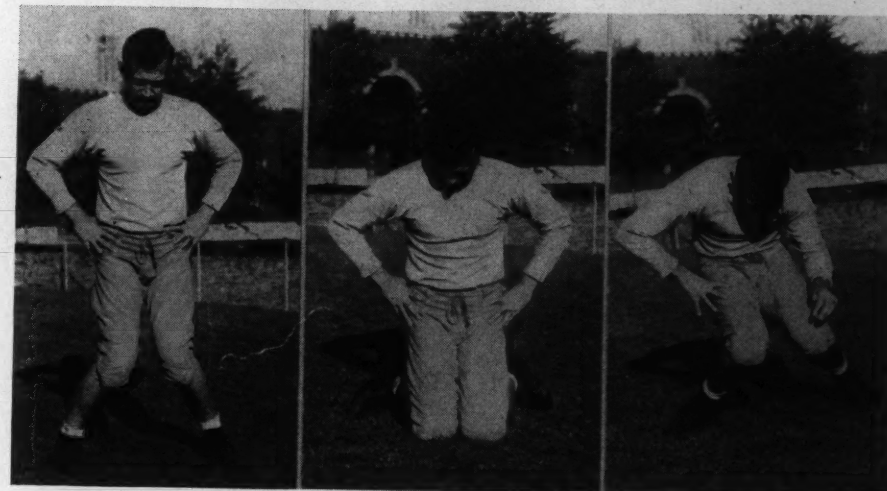
Thorndike reports 332 ankle and 201 knee sprains at Harvard over the five-year period between 1932 and 1937.²

An ankle injury will keep a man out approximately one to three weeks. A severe knee injury, on the other hand, may incapacitate him for the rest of the season and possibly require an operation, the cost of which varies from \$150 to \$300.

Since these constitute almost half of all athletic injuries, it is not surprising that the cost of a medical department will range from \$2,000 to \$20,000 per annum for the college and from \$200 to \$1,000 for the high school.

In addition to being the most disabling of athletic injuries, the knee injury is the most difficult to treat. Even after apparent recovery a knee will give way under unusual strain.

In a recent issue of *Esquire*, Herb Graffis claimed that "a large percentage of college football graduates wear a wound mark from the grid-



Standing position with feet apart, toes turned in: Bend to kneeling position, then return. Players with bad knees have difficulty straightening up (third picture).

iron to the grave," and that "this mark is displayed every step they take." He sarcastically alludes to this injury as "the gimp knee, the pigskin stagger, the trigger leg, etc."

He continues, "and it's a far more extensive sign of athletic campaigning than the notable 'heel rocking' locomotion of the 'slug silly pug'."³

This kind of stuff is triple-distilled "sensationalism." For much has been accomplished in the prevention and treatment of knee injuries. With modern surgery, there is little danger of permanently crippling a knee in sports. In fact, most "bad" knees can be patched up almost as good as new. Even recovery time has been reduced so that it is not unusual for a player to return to practice a month after the operation.

An exercise program for increasing the strength and flexibility of the joint

As an example of what is being done in the way of preventing knee injuries, there are the Chicago Bears. Before each practice and game, they loosen and stretch every joint susceptible to injury. They usually pair off, one player stretching and the other furnishing resistance.

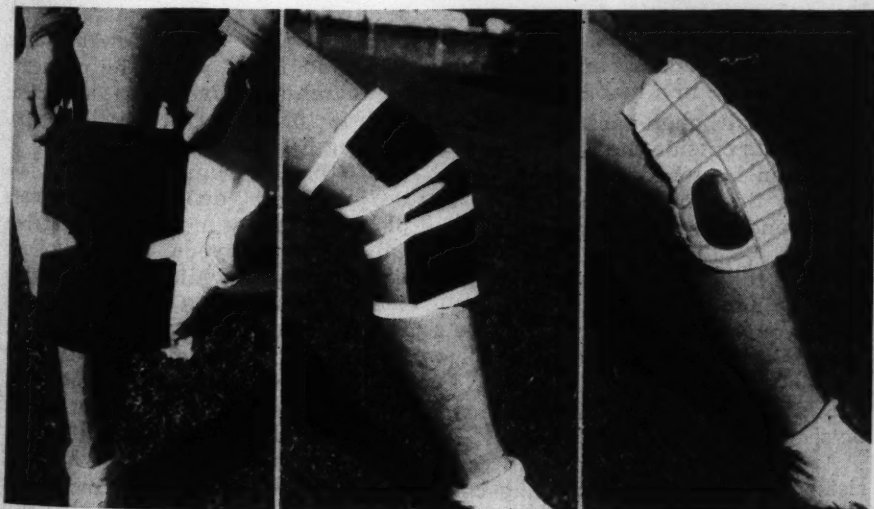
At Temple University last season, there wasn't one serious knee or ankle injury. At the beginning of each practice during the spring and the fall, the squad loosened up the knee, ankle, and shoulder joints with stretching exercises. Ten minutes of these exercises assured every boy of a thorough warmup for the contact work.

On the field

Dr. Floyd Eastwood, the noted statistician on athletic injuries, reports that most football injuries occur in the first five minutes of play, whether it is a regulation game, a scrimmage, or just contact work during practice.⁴

Undoubtedly this shows a need for more intensive pre-practice and pre-game warmups. But sufficient warmups will not entirely solve the problem of injuries. The coach must also give thought to playing equip-

(Continued on page 38)



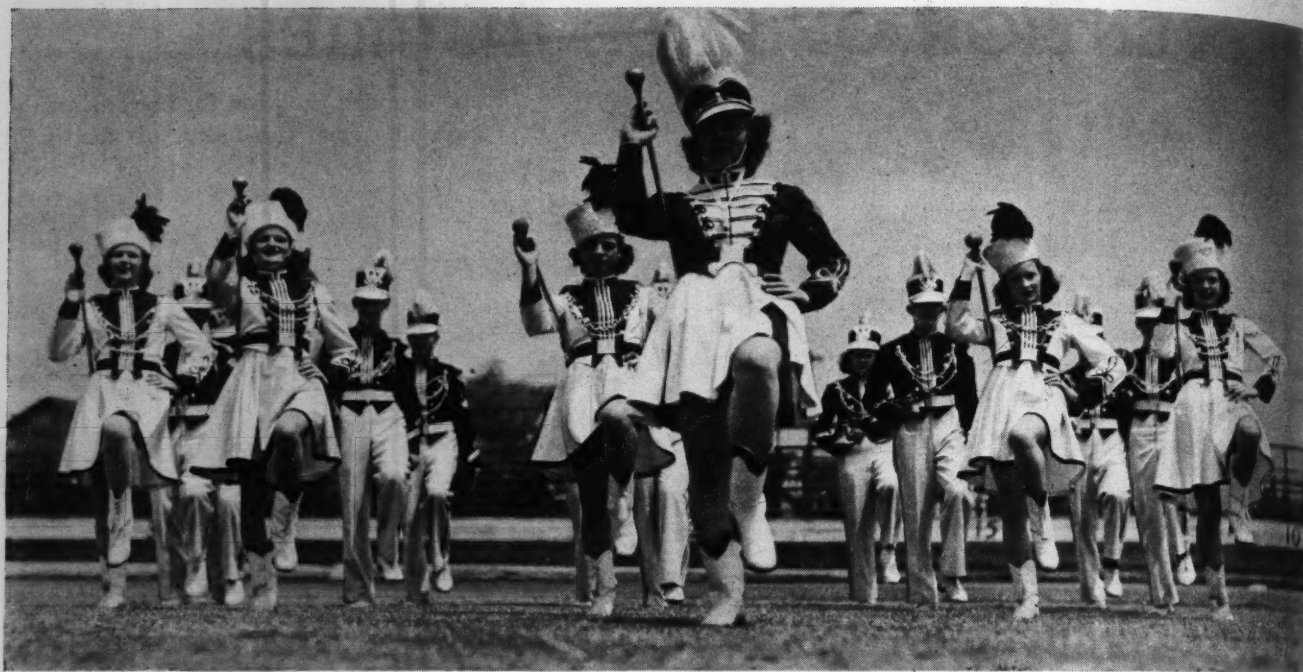
KNEE PAD: Cut V's in sides of a large strip of felt and anchor over knee; or as a substitute, adjust a quilted cotton guard with leather pads on sides of joint.

¹Lloyd, F. S., Deaver, G. D., and Eastwood, F. R.: *Safety in Athletics*, W. B. Saunders Co., p. 74.

²Thorndike, Augustus: *Athletic Injuries, Prevention, Diagnosis, and Treatment*, Lea and Febiger Co., p. 170.

³Graffis, Herb: "Knees Are Bad News," *Esquire*, December 1940.

⁴Eastwood, Floyd R.: *Who Will Die*, First Aider, January 1940.



BUILDING A MARCHING BAND

By J. Maynard Wettlaufer

When J. Maynard Wettlaufer expounds the principles of building marching bands, he knows whereof he speaks. He is the guiding genius behind one of the greatest high school bands in the country—the spectacular 60-man aggregation at Freeport, N. Y., High School. In addition to its all-year-round activities at Freeport, the band has performed at professional football games, West Point, the New York World's Fair, and the National Sportsman's Show.

THE school band nowadays is an integral part of the sporting scene. Its contributions are both spiritual and physical. It "hath charms to soothe the savage breast" and to inspire the male animal. At the same time it colorfully contributes to the excitement and glamor of the game.

The extent to which it does this rests upon the director. The man behind the band is responsible for its tone, precision, and general effect. A good director combines the best features of a coach, a top sergeant, and a band leader. Behind each performance lies hours of practice and detailed planning.

The faculty member who takes over the band may adopt this as a working philosophy:

First, and definitely foremost, give every aspirant to understand that he or she will be expected to spend many hours each week in after-school drills.

Although the technique of marching can be perfected during the fall, a weekly drill during the winter months is necessary to keep the "company" in trim. Meanwhile, the

band can perform at basketball games, baseball games, and other events.

Second, subordinate any thoughts of musical grandeur during the months of concentration on marching. This doesn't mean that you should renounce all attempts at good tonal quality and playing in tune (intonation). But you should recognize the fact that outdoor and indoor playing are two distinct phases of band work. A band, to sound "solid" outdoors, must have accurate attack of tones carefully sustained to full value.

Third, keep your instrumentation (number of each kind of musical instrument) predominantly brass. Build them into units, tiers, or ranks for appearance as well as tonal effect. Flutes, oboes, and bassoons have no place in a marching band.

Fourth, although parades and special events outside the realm of athletics can be scheduled, admit as a premise that the marching band is a component part of the athletic program.

Fifth, take cognizance of the fact that the band is part of the "show"; plan your programs with an eye to the spectacular; then stage it properly.

Sixth, make sure your effects can be seen and appreciated.

At Freeport High, the band consists of 60 students (two flag-carriers, a drum major, five majorette twirlers, two glockenspiel players, and 50 regular bandmen) whose

school grades are satisfactory and whose virtuosity is above average.

But for a few brass and percussion players, all are members of the school's regular concert band. Practice is held every Wednesday, Thursday, and Friday after school.

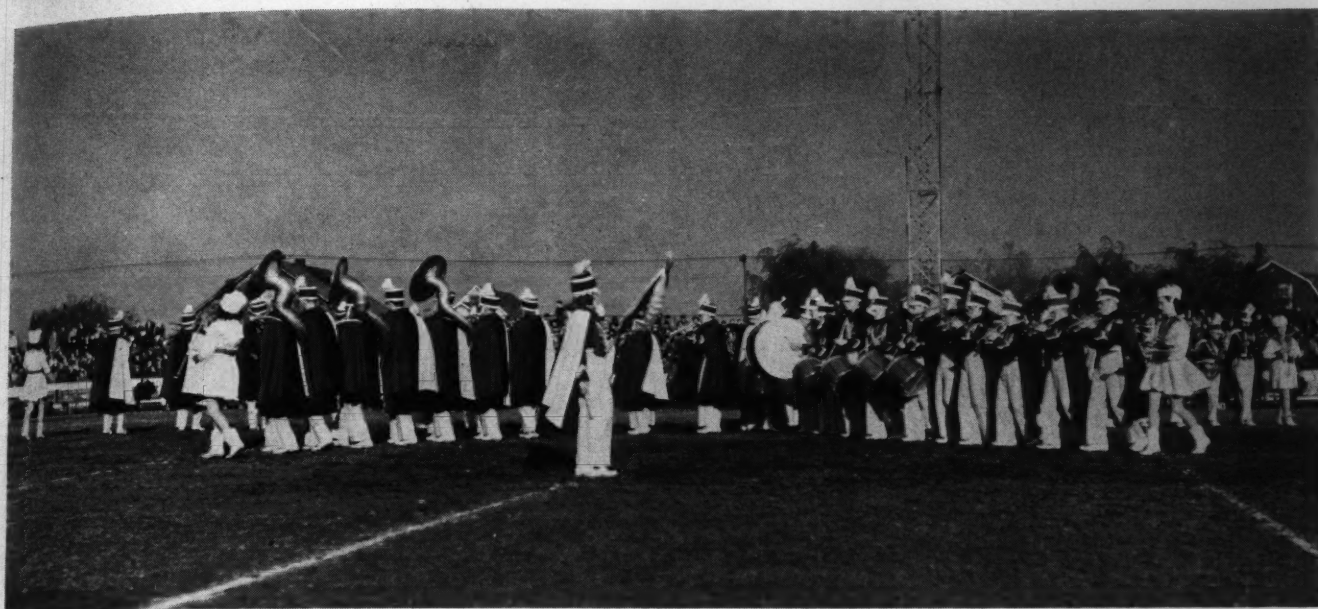
For the first two weeks of the term, one night is devoted solely to marching. No instruments are used except street or field drums for actual time-beating. The students learn to start and stop together on the drum major's signal, to guide right and left, and to parade in straight lines.

The football field, with its yard stripers, facilitates this practice. As guiding lines, the stripers are useful in developing precision marching. At the same time they throw mistakes into bold relief. Once the elements of marching have been absorbed, such factors as correct stride, tempo, and leg lift are stressed.

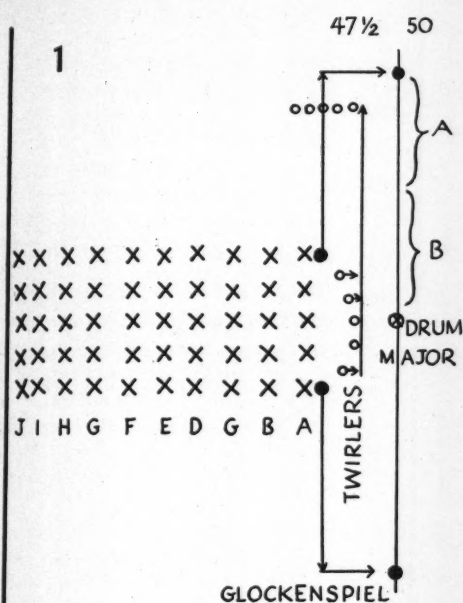
In the instrumental work following these drills, the students play previously memorized marches (about 12 per year, including four school songs) while going through their marching routine. Although we have practically done away with whistle signals, we do occasionally use a whistle for some formation changes. Crowds seem to get a kick out of hearing it.

When the idea of playing and marching in simple movements has been fairly well mastered, the students are ready for slightly more

(Continued on page 34)



SIMPLE TWIRLS



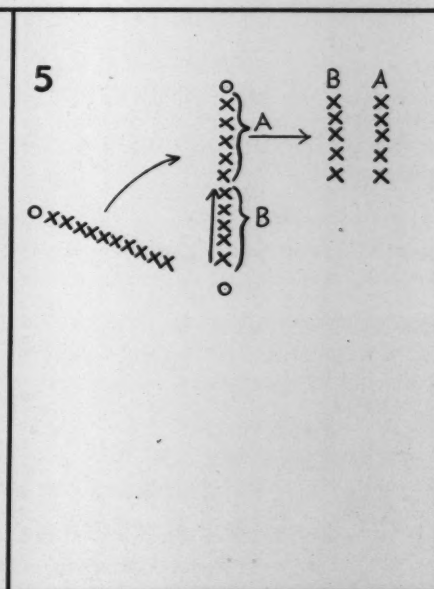
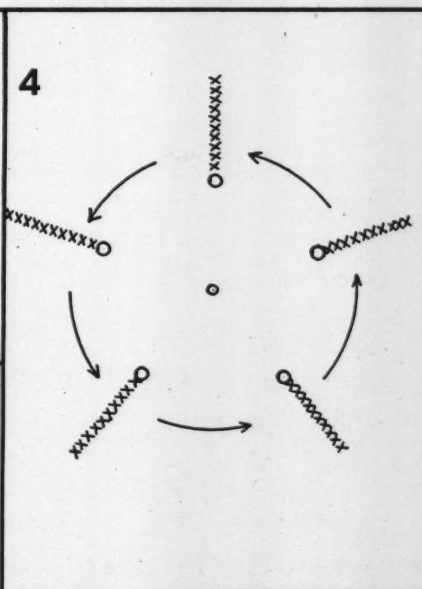
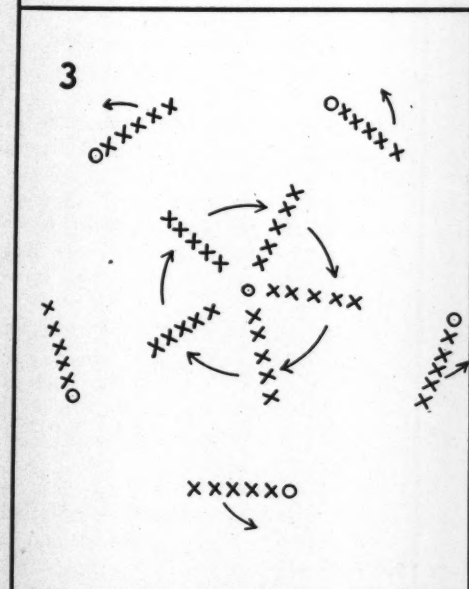
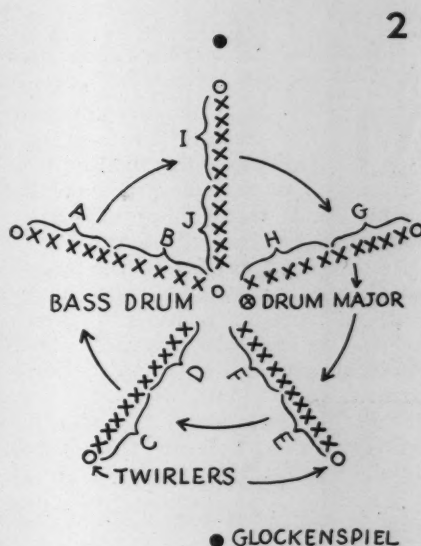
Left: Getting into formation. Glockenspiels move up to 50-yard line. Twirlers go toward sideline. A advances to 47 1/2, left faces and parades single file toward twirlers. B follows, forming row of 10. Each twirler picks up a line.

Right: Five-spoke wheel after one revolution, AB returning to base.

Lower Left: Outside five break away, pivot from twirler, and make one counter-clockwise revolution.

Center: 10-man ranks reform on outside, pivot from twirlers and make counter-clockwise turn, returning to basic position.

Lower Right: Return to band formation. A moves forward, B falls in behind; both advance slowly. Other ranks follow suit.





From supine position, legs raised: Lower legs to right; return; lower legs to left; return; lower legs to ground.

HIGH SCHOOL CALISTHENIC PROGRAM

By A. J. "Duke" Wyre

As a follow-up to his article last month on grass drills and the treatment of football injuries, A. J. "Duke" Wyre offers a series of body-building exercises for the secondary school physical education program. The author, after ten years at Yale, is now head trainer at Holy Cross College.

MANY high schools are now busily engaged in reorganizing their physical education programs to stress the conditioning and toughening activities advocated by the military.

In this reorganization, the body-building or calisthenic type of activity is coming back into favor; not to replace the "games" type which superseded it, but as a supplement to it.

There is a place for body-building exercises in our intensified physical education programs. Properly planned and administered, they help immeasurably in building up and conditioning the body. This is of no small moment in the training of pre-induction-age youth.

The exercises should be given in the regular gym classes at least three times a week, on alternate days. The boys should have time to get into gym suits at the beginning of the period and to take showers at the close.

On the days in between, the program may be devoted to the "games" type of activity such as football, basketball, baseball, wres-

ting, soccer, swimming, track, and group games.

Much of the success of the program depends upon the instructor. A good personal appearance is always an asset. If you demand regular gym attire of the class, you can adopt no less yourself. Keep your outfit clean and neatly pressed. Stand erect. Do not shout commands. Give them in a quiet, clear,

decisive, and pleasant manner. Decisiveness comes with knowing your lesson plan well. So study it carefully before coming to class.

In any group, there are individual differences in character, temperament, and ability. The wise instructor adapts his program accordingly.

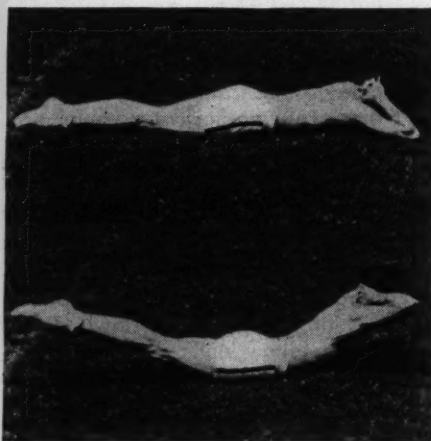
Avoid repeating an exercise too many times and having the boys hold a position too long. The resultant mental and physical fatigue isn't conducive to the building-up process.

At the same time don't expect a finished performance the first time you give an exercise. Gradually increase the amount and the strenuousness of the work. In a short time, you will note a steady improvement in execution.

When demonstrating exercises, work in the direction opposite that of your command. For example, when instructing the class to bend left, you bend right. This is militated by the fact that you are facing the class. By reversing your instructions, you actually synchronize your movements with the class.

When giving new exercises, a concise explanation followed by a demonstration will do much to save time and avoid confusion. Correct minor faults at first with general instructions to the class. Then, if a

(Continued on page 16)



ABOVE: From prone position, hands behind head, legs together: Raise head, elbows, trunk, both legs simultaneously. Keep legs together and toes pointed.

BELOW: Sitting with palms resting behind hips: Raise knees to chin, extend legs, spread legs about 2 in. apart, bring feet together, return to initial position. Keep the toes pointed.



Sinking JAPS INSTEAD OF BASKETS

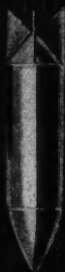
YOUNGSTERS who have tangled with friendly opposition on hardwood courts are coming to grips with a ruthless enemy wherever they can find him. These lads of ours are fortified by a will to win . . . the spirit to do-or-die against any odds.

THAT'S the spirit taught by basketball. And that spirit is reflected here at Converse, where the major part of our expanded production is going into essential footwear and waterproof equipment for the Army, Navy, Coast Guard and Merchant Marine.

IF you're the lucky possessor of a pair of All Stars, treat them kindly. Give them proper care, as outlined below. That's little enough to do for your game—and your country.

THE CARE OF BASKETBALL FOOTWEAR

Wash inside and out with mild soap-and-water. Allow to dry thoroughly at normal room temperatures, never near heat or in sunlight. Repair breaks or tears in uppers. Lace loosely and stuff with tissue paper. Store in cool, dark place.



CONVERSE BASKETBALL FOOTWEAR STILL OBTAINABLE

Most Converse distributors have available a limited quantity of All Star, Jr., and Leather Court Star basketball shoes. They're "wartime" construction, but they'll give satisfactory wear with proper care.

CONVERSE

ALL STAR BASKETBALL SHOES



All-Star Salute TO YESTERDAY'S CHAMPIONS

Men like these exemplify the American will-to-win . . . the spirit of courage and confidence that wins games and battles. Converse pays public tribute to "Chuck" Taylor's All-American College Champions of 1941-1942, many of whom are serving with America's armed forces.



ROBERT KINNEY
The Rice Institute



PRICE BROOKFIELD
West Texas State College



WILFRED DOERNER
Evansville College



JOHN MANDIG
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JOHN KOTZ
University of Wisconsin

CONVERSE RUBBER CO., Malden, Mass.

CHICAGO 212 W. Monroe Street

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NEW YORK 200 Church Street

(Continued from page 14)

fault persists, correct it by mention of the boy's name.

These minor faults usually have to do with posture and position and can be corrected by commands such as "Heads up!", "Shoulders back!", "Knees straight!", etc. Major faults should be handled individually.

The boys should be conditioned gradually. "Working 'em to death" the first day is a grave mistake. What you're doing is supplying quantity rather than quality of work. You can hardly expect them to look forward to the next period with enthusiasm after a siege of stiffness and soreness.

Following are a number of exercises which the physical instructor or coach can incorporate into his own program. The first five exercises are illustrated.

6. Stride position: Grasp both ankles and pull head to ground.

7. Sitting with hands clasped behind head, legs apart and flat on ground: Bend trunk forward at hips until elbows touch knees; return to initial position stretching elbows well back.

8. Supine position with hands clasped behind head: Rise to sitting position and follow through by bending trunk forward and bringing head to knees.

9. Front leaning rest: Push ups, raising one leg high off ground; alternate legs.

10. Supine position with arms extended over head: Press arms to floor and flatten lower back by contracting abdominals and gluteals.

11. Prone position resting on elbows and toes: Lift trunk from floor by straightening arms.

12. Back leaning rest: Single leg raising, maintaining arch of trunk.

13. Kneeling position, arms at side, trunk extended: Raise arms forward and upward, swinging trunk backwards and flexing at knees.

14. Supine position, arms extended over head: Flex thighs to chest, grasp knees with hands, curl head to knees, and squeeze; return to initial position. Force the extension.

15. Sitting with hands behind head: Twist body alternately right and left, keeping chest high and elbows well back.

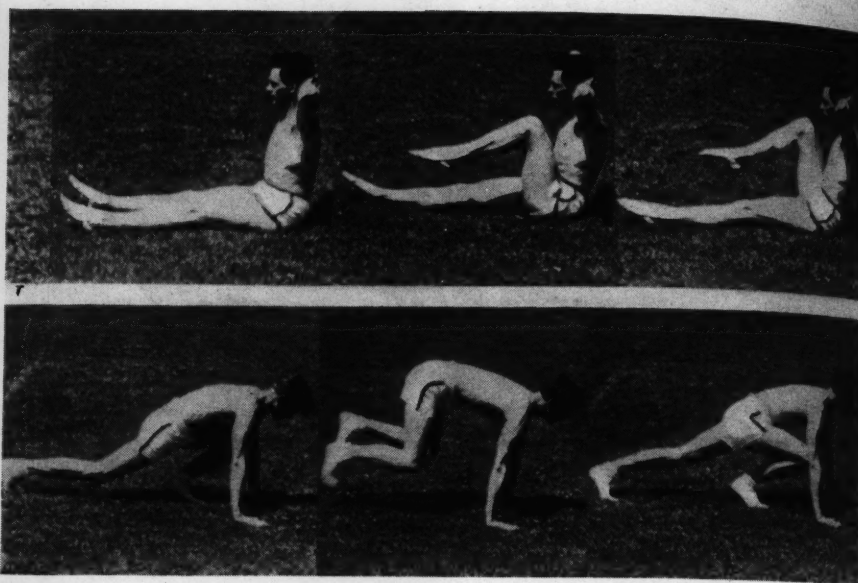
16. Prone position, arms extended: Raise one arm and opposite leg without lifting hips.

17. Prone position, arms extended: Kick alternately as in swimming.

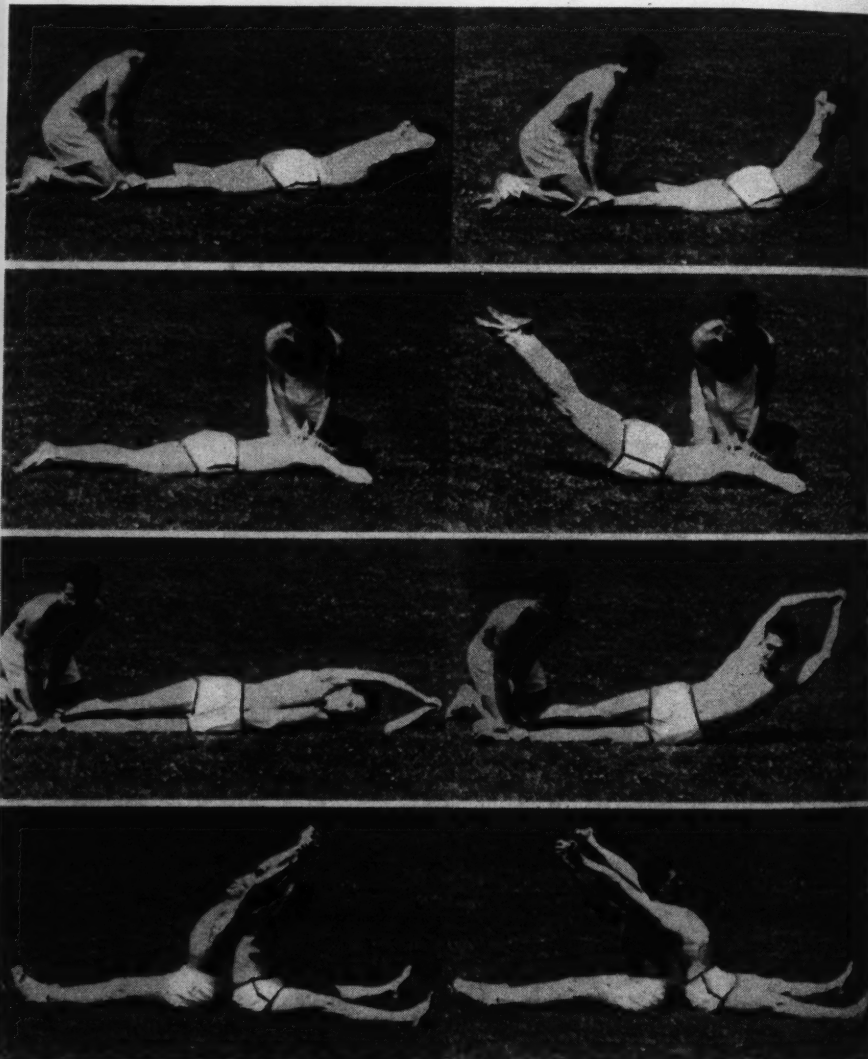
18. Supine position, resting on elbows: Kick alternately as in back stroke.

19. Standing in wide stride, trunk bent forward parallel to floor, arms

(Concluded on page 39)



Top, sitting with hands behind head, the elbows back: Alternate knee raising, pointing toes downward, keeping back straight and head up. Bottom, crouch with hands flat on the ground, left knee against chest, right leg extended backward: With a hopping motion, change position of legs. Alternate right and left.



PAIRED EXERCISES: Top, prone position, hands behind head, partner holding ankles: Raise chest. Second, hands under chin, partner pressing shoulders: Raise legs. Third, on side, hands over head, partner holding ankles: Raise trunk. Bottom, back to back, legs outstretched and arms overhead with partners grasping each other's hands: Alternate bending and stretching with a good rocking motion.

FOOTBALL BULLETIN

Officials' Signals



FORWARD PUSHING MOVEMENT WITH HANDS BELOW WAIST — Crawling, interlocked interference, pushing or helping runner.

PUSHING HANDS FORWARD FROM SHOULDERS WITH HANDS VERTICAL — Interference with forward pass or fair catch.



PUTTING HANDS ON AND OFF HIPS SEVERAL TIMES — Off-side.

BOTH ARMS EXTENDED ABOVE HEAD — A score. Bringing hands together after signal indicates safety; criss-crossing hands in vertical plane above head, time out. Timekeeper answers signal by raising his right hand.



GRASPING OF ONE WRIST — Illegal use of hands or arms.

HORIZONTAL ARC OF EITHER HAND — Player illegally in motion or illegal shift.



MILITARY SALUTE — Unnecessary roughness.

SALUTE FOLLOWED BY STRIKING BACK OF KNEE WITH HAND — Clipping.

SALUTE FOLLOWED BY SWINGING LEG TO SIMULATE PUNT — Running into or roughing the kicker.

WAVING HAND BEHIND BACK — Illegal forward pass.



CRISS-CROSSING HANDS IN HORIZONTAL PLANE — Penalty refused, incomplete pass, no play, missed goal, etc.

FOLDED ARMS — Delay of game or extra time-outs.

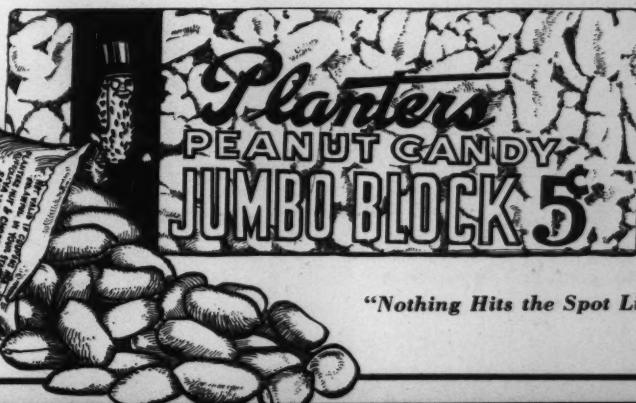


OR ENERGY

FOR FLAVOR



"MR. PEANUT"
Reg. U. S. Pat. Off.



"Nothing Hits the Spot Like Planters"

WHAT IS "TOUCHDOWN FOOD"?



Do you think your players would benefit from a food that furnishes *three times* as many calories as beefsteak—a food that supplies *complete protein*—a food that contains as much *iron* as whole milk and raisins?

You'd call it *touchdown* food. And that's what PLANTERS PEANUTS are. Among energy

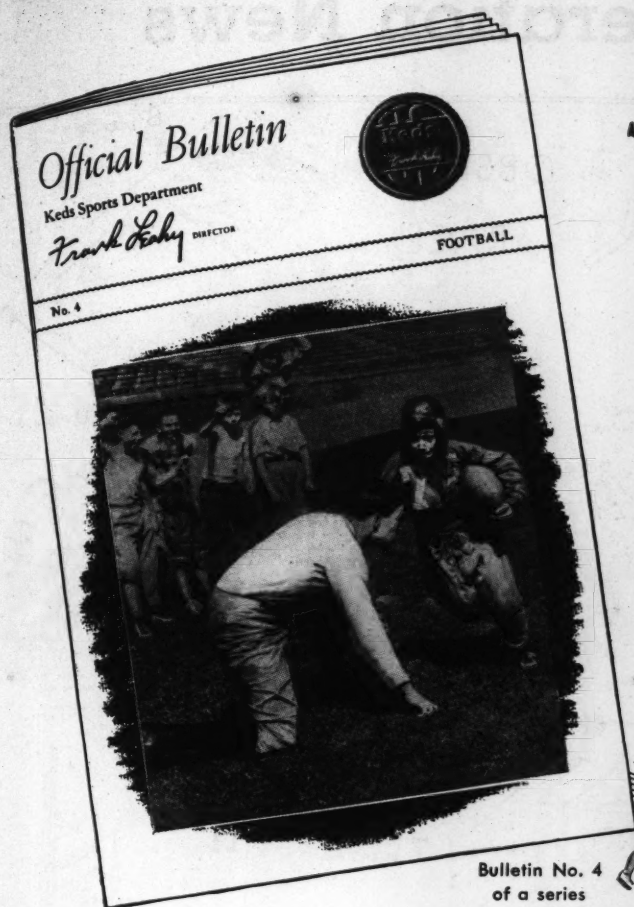
foods they are ranked right in the first team. And it takes a real *energy food* to help build the kind of bodies America needs today.

If you want to give your students something good to eat which is also good for them, remember PLANTERS PEANUTS — the crisp, meaty, delicious salted peanuts that outscore other foods in both flavor and energy.



"MR. PEANUT"
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NOTHING HITS THE SPOT LIKE PLANTERS



Bulletin No. 4
of a series

This Bulletin Teaches the Fundamentals of Blocking, Tackling and Carrying the Ball. (The Fundamentals of Passing and Kicking were covered in Bulletin Number 1 which is also available.)

For the most Sports-Loving Youngsters in the World— American Boys!

*Coach Frank Leahy
Writes a New Keds Sports Bulletin
on Football*



THIS new 24-page Keds Bulletin dwells on the fundamentals of three of the most important departments of football—blocking, tackling and carrying the ball. The text is profusely illustrated with clear action photographs coupled with clear reason-why explanations.

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This new Football Bulletin and other Keds Sports Department Bulletins are available to the boys through local Keds dealers or the youngsters can write for their free

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Special note to coaches, athletic directors and physical education instructors: You can secure a sufficient quantity of these Bulletins for your football squad either through your local Keds dealer or by writing direct to Frank Leahy at the Keds Sports Department, 1230 Sixth Avenue, New York City.

Other Bulletins in The Keds Sports Department Library:

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Thousands of each of these Bulletins have been requested by sports-loving American youngsters.

The boys and girls in your school will appreciate your posting this advertisement on your Athletic Bulletin Board so that they will know of the availability of these interesting and instructive Bulletins.

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REG. U. S. PAT. OFF.

Keds
SPORTS
DEPARTMENT



United States Rubber Company

National Federation News

ONE of the best ways of securing wider participation in our intensified physical education programs and at the same time conditioning youth for military service is through magnifying the track and field program with events having direct carryover value to army training.

Among the more popular innovations along this line are obstacle courses. The Minnesota branch of the Office of Civilian Defense, under the supervision of Director Carl Nordly and Marshall Ryman, has worked out a very practical course which has been endorsed for high schools by the National Federation.

The course, which can be laid out on any playing field, accommodates any number of students. It can be used for: (1) self-testing; (2) pursuit races, with the slower contestants being given handicaps; (3) relay races; (4) telegraphic meets; (5) novelty races between halves of football games.

Weekly time records may be kept to measure each boy's progress. The course may also be used as an event in regular track meets. If it is laid out carefully, there is no reason why records for dual, district and even state meets cannot be kept.

There are just two rules: First, no spiked or cleated shoes; second, whenever a contestant knocks over an obstacle he must replace it and repeat his trial.

The layout is shown in the diagrams. The first obstacle, a 4-ft. fence, may be constructed like a saw-horse. No. 2 is a crawl under a rope or chain 2 ft. high, then over a regulation low hurdle and under another rope.

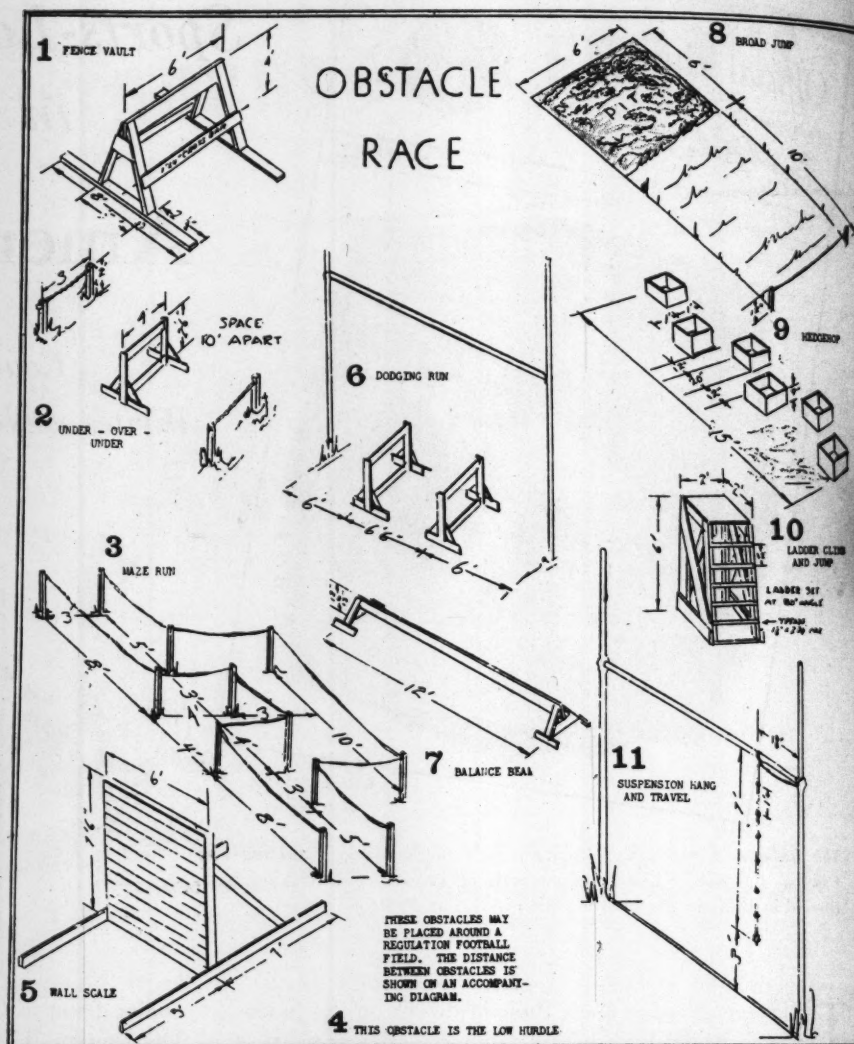
No. 3 is a maze run between stakes 3 ft. apart which have two right angles over a 20-ft. distance. Obstacles 4 and 6 are regulation low hurdles; No. 5 is a 7½-ft. wall. In negotiating No. 6, the boy must run outside the first goal post, around alternate ends of the hurdles and inside the second post.

No. 7 consists of a 2 by 6 in. beam set edgewise, 1 ft. above the ground and 12 ft. long. No. 8 is a broad-jump pit with a rope stretched 1 ft. above the ground in place of a take-off board.

No. 9 is made up of six rectangular bottomless boxes, 12 by 20 in. and 9 in. high, into each of which the boy must step. No. 10 is a ladder, braced with a scaffold leading to a platform 6 ft. above the ground. The platform is 2 ft. square and the ladder set at an 80-degree angle.

No. 11 consists of a knotted rope suspended from the crossbar, 18 in. from the near goal post. The competitor must climb the rope and travel by hand along the crossbar.

Michigan: Director C. E. Forsythe has accepted an appointment as Lieutenant Commander in the United States Naval Training Division under Commander Gene Tunney. The De-



Working plans for Minnesota's new 11-piece obstacle course.

partment of Public Instruction and the Michigan High School Athletic Association have granted him a leave of absence for the duration. Now serving as acting director is Julian W. Smith, who has been principal at Lakeview High School in Battle Creek.

Oregon: Secretary Troy D. Walker has been called to air corps service. An experienced pilot, he owned his own plane up until a few years ago. He was a commissioned officer in the air corps during the last war. In his absence, Thomas A. Pigott will carry on.

Wrestling: The wrestling code for 1942-43 is the same as for last year. It will be recalled that the weight classification for high school meets was changed last season. A few conferences have not chosen to adopt the new classification but, in general, it has been accepted and found satisfactory.

Equipment: Because of the shortage in materials used in the manufacture of high grade basketballs and footballs, very few are being made these days. There is a limited manu-

facture of the sewed type of ball. These have bladders and other materials of doubtful quality, but improvements are being made in the use of substitute materials. There is some hope of a satisfactory solution.

In the meantime, schools should exercise great care in preserving the balls they already have. Fortunately the molded ball is unusually durable. Most schools probably have enough such balls to last them through this season and maybe next.

There is one way in which schools can help themselves in this matter. When a ball is worn out, the rubber bladder is often in good condition. Such bladders should be turned over to the state high school office or to some agency designated by such office so that they may be built into new balls. In some localities, a new ball will not be sold to a school without an old rubber bladder accompanying the order.

A reasonable number of the small type of basketball backboard is still available since distributors anticipated the shortage in materials and

(Concluded on page 26)

★ ★ ★ ★ ★
★ U. S. needs YOU
★ STRONG
★

Keep physically fit

YOU don't have to carry a gun to be in the Army. In time of war, everybody is a soldier. You coaches and athletic directors are in the strongest army of all—the Army of Education.

The way you can help in the Victory Program is by developing a superior physical and mental fitness in your gymnasium and sports classes. Through a wise selection of activities and helpful advice on diet and hygienic habits, you can build the strong bodies and clear minds our nation needs—in war as well as peace.

HOW TO USE THIS POSTER

Every school man is becoming increasingly aware of the contribution that is expected of him. The poster that appears on the next two pages will help you do the job. It carries an inspiring message to all students from Robert J. H. Kiphuth, Swimming Coach and Associate Professor of Physical Education at Yale University, and Coach of the United States Olympic Swimming Team.

The poster can be easily removed without in any way damaging your copy of Scholastic Coach. With a knife, or letter opener, just fold back the two staples in the center spread and lift out the poster. Then mount it on your bulletin board where its message can be read not only by the members of athletic squads, but also by all other students in your school.

If you wish additional posters, we will gladly send you any number up to 10 from the limited supply we now have. If for some special reason you desire a larger quantity we will endeavor to fill your order. Write direct to this office or use the Master coupon on page 39 of this magazine.

ROBERT

KIPHUTH

tells you how

in

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WAR EFFORT



ALCOHOL EDUCATION (W.C.T.U.), 1730 Chicago Avenue, Evanston, Ill.

OUT of the shadows





NOT *Immortality*

Facts in Alcohol Education For Coaches and Physical Education Directors

QUESTIONS and ANSWERS on *alcohol*

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. Although it gives a temporary sense of well-being over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good For the Nerves?

NO. Alcohol seriously upsets the nervous system. It acts as a solvent and dehydrant, absorbing much of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the brain, or cerebrum, which directs our thoughts and actions. It distorts the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.



A TOUGH LINE AND A STRONG BACKFIELD

The Armed Forces — a fast charging, hard hitting front line,
Industry — a fast stepping, high powered, resourceful backfield
 . . . an ideal combination with a winning punch.

It's a tough job, and to go over the goal line we must be tough in mind and body. Coaches and Athletic Directors have done a grand job in building up a wealth of sound material for our Armed Forces. It is equally essential that the men behind the line, the workers in the plant, the men at the desk, be physically fit and stay fit. Relax with Sports!



GoldSmith
Preferred
 SPORTS EQUIPMENT
 CINCINNATI, OHIO, U.S.A.



WHAT TO DO ABOUT TRANSPORTATION

By W. Harold O'Connor

Ways and means of keeping interscholastic sports alive despite gas rationing and the lack of chartered busses

Even his worst enemy, if he has any enemies, can never accuse W. Harold O'Connor of failing to keep up with the times. A frequent contributor to "Scholastic Coach," he is always a step ahead of the parade. For the past 17 years he has been coaching baseball, track, and cross-country at Burrillville High School, Harrisville, R. I.

FACED by severe gas rationing and other restrictions which will do much to prevent the use of private cars and deny the use of chartered busses, eastern high schools look toward the sports future with trepidation.

Several of the smaller schools, already troubled with coaching problems through the induction of their staffs, have given up football and other competitive sports for the duration. Many others, despite a drastic pruning of schedules, still are uncertain whether they can play the remaining games.

Admittedly the problem of transporting 25 to 40 football players, with full equipment, distances from 50 to 150 miles is a headache to the small school athletic director. But this doesn't mean we should abandon our fall sports programs.

To begin with, it is doubtful whether a substitute program of intensified intramurals can begin to satisfy the needs of modern high school boys. Furthermore, the lack of students in the smaller schools will make intramural sports impracticable.

Football revenue

Then, again, there are many schools who depend upon football revenue to finance the rest of their athletic programs. The attendance at big league baseball games since the start of gasoline rationing is good evidence that people in cities will flock to sports and amusements to which they can travel by regular routes.

Hence, it is reasonable to assume that city high schools will take in as much revenue from football this year as in the past. In some instances, where regular service is easily available, they may pocket even more. Long hours in defense plants increase the appeal of outdoor relaxation.

I feel confident that we here in the east can carry on our interscholastic programs with only a few changes, if we are willing to accept a few inconveniences. More

than 15 years of coaching in a small school has taught me that there are always detours around transportation holes.

Urban schools, as indicated, have no real problem on this score. In the larger cities, there are usually several schools that are within easy reach of each other by regular bus, trolley, or subway service. Their schedules require few changes, if any. Ordinarily they meet each other in sports. If they don't, they should open relations immediately.

What transportation problems there are may be solved by having each member of the squad carry his own equipment by any of the aforementioned routes to the stop nearest the playing field. This may not be so convenient as crossing the city in luxurious busses, but boys go out for the team to play football not to ride busses.

Some schools are close enough to enable the boys to walk to the playing field.

Choo-choo should do

Where the city school has a contract with a school from another city, the regular train service between the cities should suffice. There is no need to charter busses. Train transportation may be more expensive, but it is entirely practical.

High schools in the smaller eastern towns face a more difficult problem. Many of them have no direct train service. Some have hourly bus connections to the nearest cities; others have less frequent service. But even these schools may carry on.

By cutting their travelling squads to about 25, they can travel by bus to nearby cities or towns. They may have to start their games a little later or embark a little earlier, but this isn't too much of a hardship. In areas unaffected by dim-out regulations, they may arrange floodlight games.

If the local school boards will permit such travel, the boys may save up the family gas rations and travel with private cars. This is feasible for small squads on the shorter trips. If the travelling distance is under 50 miles, several of the boys may be willing to carry the team in their own cars.

Unless the government mitigates

its restrictions on the hiring of busses or permits extra gas for school athletic trips, there apparently is no other way out for small town schools.

Cross-country

In that other popular fall sport, cross-country, the eastern schools can continue with less trouble than in football. This sport requires transportation for only a very small squad. It offers no difficulty at all in the portage of necessary equipment. It is extremely inexpensive, provides spirited competition and, finally, it is an acknowledged body builder par excellence.

The best coaches in the country have admitted its value as a body builder. Army training at present calls for rigorous drills, marches, and runs over broken surfaces. At several eastern colleges, the physical education program has been extended to include obstacle racing and cross-country work for all physically capable of the exercise.

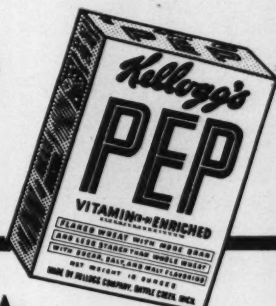
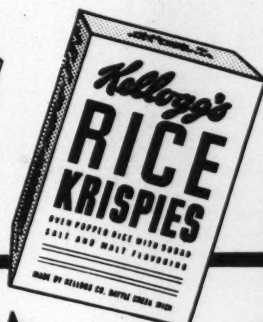
My own plans call for the introduction of several new drills in the cross-country training program. I expect to include more obstacles in our practice course, along the training lines of the military.

Every member of the squad may be entered in your home races. For meets away from home, only about eight boys need make the trip. Since this number can easily travel by bus, there is no real difficulty about arranging a schedule. Here, again, a couple of private cars will do nicely for the shorter trips.

A good summary of the recommendations in this article, together with additional suggestions, may be found in the six-point program of the National Federation.

1. Eliminate lengthy trips.
2. Schedule more games with nearby neighbors.
3. Modify the schedule in such a way as to reduce travel by at least one-third the average for the past several years.
4. Appeal to fans to support home games and to refrain from driving to distant games.
5. Reduce travelling speed to not more than 35 miles per hour.
6. Increase the amount of intramural activity to accommodate greater numbers of boys and trim the travelling squad to a minimum.

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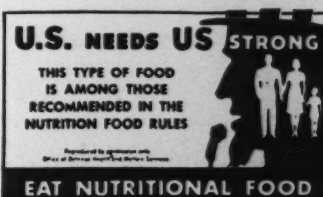
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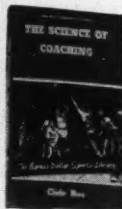
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The Science of Coaching

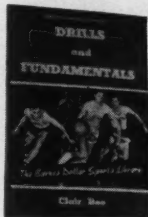
By CLAIR BEE, Basketball Coach, Long Island University



The techniques presented are based upon years of successful coaching. The book is designed to provide the coach with proven methods to meet the coaching problems of basketball. Included are special maneuvers for particular situations, player selection and methods of teaching. Scouting, practice programs and training principles are thoroughly explained. The coach also will find hints on how to develop "fan" and spectator interest through the medium of clinics. Especial attention is paid to psychological methods of building and maintaining team spirit, loyalty, and the "desire to win."

Drills and Fundamentals

By CLAIR BEE, Basketball Coach, Long Island University



The teaching of fundamentals and skills is the most difficult problem of coaching because players invariably regard such practice as drudgery. Drills are vital to develop sound fundamentals and to keep the team geared to a high point of efficiency between games. You will find a complete set of practice, fun, and pre-game drills designed to keep the practice period always lively. The exercises are camouflaged with competition and game conditions so that player interest is always maintained. The Big Three of the offense—passing, dribbling, and shooting are stressed in a great variety of exercises. Defensive measures such as guarding, backboard recovery and body balance are also given careful attention.

Zone Defense and Attack

By CLAIR BEE, Basketball Coach, Long Island University



Methods of application, of zone defense and attack, strength, weakness, player requirements are among the basic subjects covered. Attack formations, proved by actual game usage, are illustrated and described. Auxiliary plays are included together with a study of the quick-break and methods of halting it. Teaching aids are included which will be of great help in assisting the development of player and team efficiency. Special formations and unusual combinations are carefully described. The coach may make his variations to suit particular situations.

Man-to-Man Defense and Attack

By CLAIR BEE, Basketball Coach, Long Island University



The development of the defense is traced from its origin to the present day and the author describes the strength, weakness and the original principles as recommended by the founder of basketball, Dr. James A. Naismith. Particular attention is given to recent developments such as "pressing," "switching" and other defensive combinations. Attack methods which have been evolved to meet these defensive variations are outlined in detail. The held-ball, center-jump, out-of-bounds, and other auxiliary plays are diagrammed and described. The quick-break and methods of halting the various types are thoroughly discussed. Attacking methods outlined include the post, double post, double pivot, give and go and screen.

THE FOUR BOOKS IN CLAIR BEE'S BASKETBALL LIBRARY WILL ALL BE READY LATE IN OCTOBER. EACH BOOK IS PRICED AT \$1.00.

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The first book explaining touch football, giving rules, fundamentals, formations, principles of defense and offense, prepared especially for the use of the officers and four million men in the armed services.

The author tells why football is a great military game and the benefits to be derived by actual touch football playing experience. This new way of playing one of man's oldest games has unlimited possibilities for expansion since it can be played without special clothing, equipment or formal field.

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ANKLE-WRAP
ECONOMICAL
STRONG
EASY TO APPLY
ABOVE ALL—
EFFICIENT!**

Materials Needed: One-half length 3" Ace (No. 8) Tension Bandage for figure-of-8 wraps about ankle and foot. Four pieces of 1½" adhesive tape.

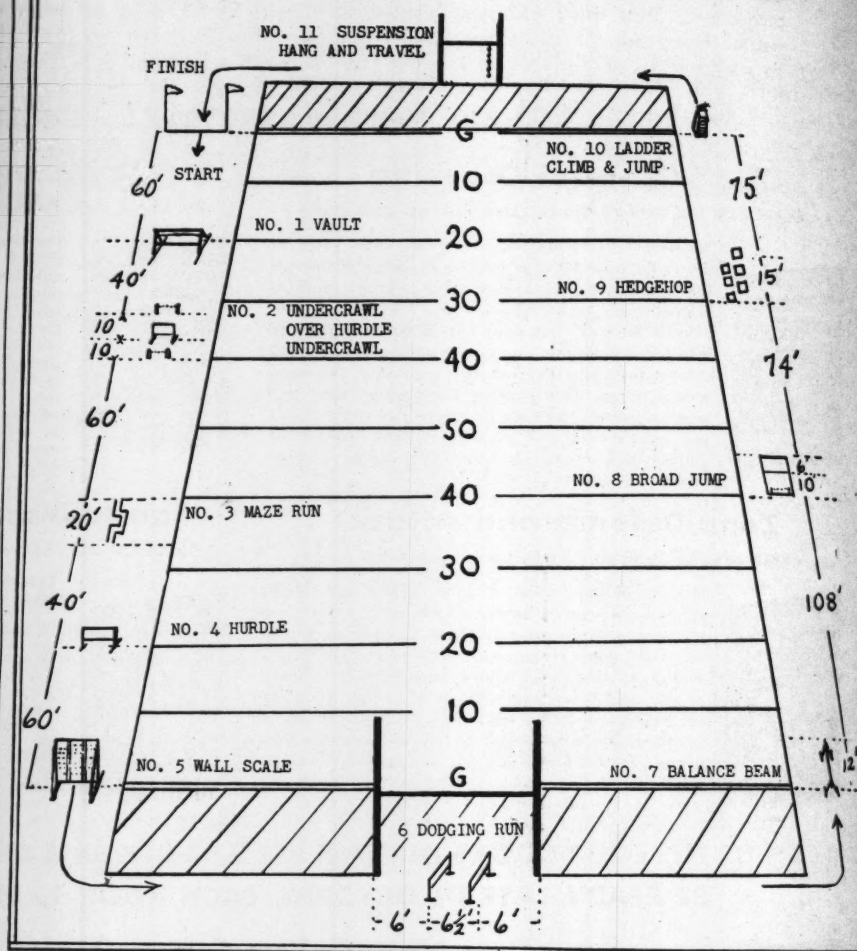
Procedure: After ankle is wrapped snugly with the Ace Bandage, apply two pieces of 1½" tape, superimposed. Start on ridge of arch, passing beneath the foot on the inside, pull up tightly on the outside and carry over in front of outer ankle bone to a point approximately 4" above inner ankle bone. The other two adhesive strips, superimposed, are also started from ridge of arch and applied in exactly the opposite manner. This will give strong support without the cast-like rigidity which frequently transfers shock from ankle to knee, sometimes causing severe injuries that put players on the sidelines for a long period.

ACE BANDAGES

*Sold Through Sporting Goods
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OBSTACLE RACE LOCATION OF OBSTACLES ON REGULATION FOOTBALL FIELD



Layout of Minnesota's obstacle course around regulation gridiron.

(Continued from page 18)

stocked up with such boards before production was limited.

For those who may not be able to secure boards from such source, it is possible to manufacture a fairly satisfactory board in the local carpenter shop. Working drawings for such construction are available at every state high school office or at the National Federation office. The plans have been designed so that where it is impossible to obtain the new type basket which attaches to the back of the board, the board can be made to accommodate any basket that is available.

Sporting goods prices are now fixed through an agreement between the manufacturers and the Office of Price Administration. The schools can assist in keeping prices at a reasonable figure by meeting their financial obligations promptly and in accordance with the credit regulation which requires all bills to be paid not later than the tenth day of the second month following the date of purchase.

Basketball: Except in a few of the

thinly populated mountain states, the state basketball tournaments will be held—but not as usual—this year. Barring unforeseen developments, of course. In many cases, the tournament plans will be modified in such a way as to reduce travel to a minimum.

Here are some illustrations: In Missouri, there will be only one class (instead of the former A and B groups) and only eight teams will participate in the final tournament. The tournament series will be held in three steps instead of two. In Michigan, it is probable that championships in several of the classes will be eliminated and tournaments in which only two or four teams participate, increased.

In Iowa, the division into classes will be discontinued. Kentucky is considering doubling the number of first-round tournaments and the introduction of a plan whereby the quarter-finals will be played in four centers. Illinois is considering a plan whereby fewer than the present 16 teams will be brought to the finals.

BIG BROTHER CLUBS

By Clark R. Gilbert

WHEN a high school sells football to the community, that isn't news. But when an outside agency resells the game to both the school and the community, that definitely is news.

The scene of this phenomenon is Bartlesville, Okla., known far and wide as the home of the great Phillips Oilers basketball teams.

Football in the local high school reached its nadir in the fall of 1934. The situation was deplorable, leading one of the civic-minded wags to mourn: "We agree the tail (athletics) shouldn't wag the dog (school), but we would like to see the tail wag once in a while."

That the experienced high school coach wasn't censured is a credit to the community and the school officials. Most people realized that the players were physically unimpressive, green, and uninspired. To make it worse, their "don't care" attitude was echoed in the high school student body.

Into this negative situation, in 1935, burst the Big Brother Club, a group of wide-awake members of the Junior Chamber of Commerce. They attacked the problem with vigor and imagination. In one season, they produced results. They built a team, school, and community morale that still exists, as does the club itself.

Russell Cantwell, past president of the Oklahoma Junior Chamber of Commerce, originated the idea, and John Herring, long-time leader of the Club, developed it to its present peak.

Each member of this little club selects a player to big brother. He takes a personal interest in the boy's scholastic standing, physical condition, and general welfare. Through informal conversations and by attending practice sessions, he becomes a confidant of the boy. At the same time, however, he is particularly careful not to interfere in any way with the actual coaching.

There is always plenty to do. For example, what football squad doesn't have eligibility difficulties? Tom, a varsity man, is about to "go under" in mathematics. He is discouraged. The big brother proves a good listener and, since he's an engineer, prepares Tom for the next quiz.

Then there's Sam, who will never smile again because he's been jilted.

(Concluded on page 29)

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A free sample of Tilite will show you how well it cleans, and how far it goes. Use the coupon below and get a generous trial quantity. Or order in either 50, 150 or 300 lb. drums.

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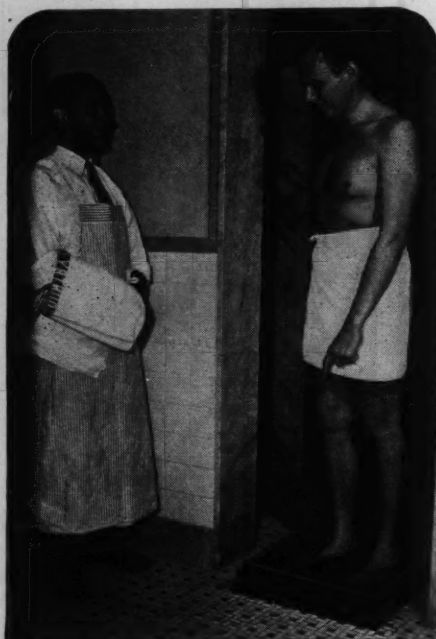
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● In selecting a fungicide for Athlete's Foot control, ask this question: How Quickly Does It Do Its Work?

Because the feet shed the solution soon after immersion, it should kill athlete's foot fungi and their spores in less than one minute.

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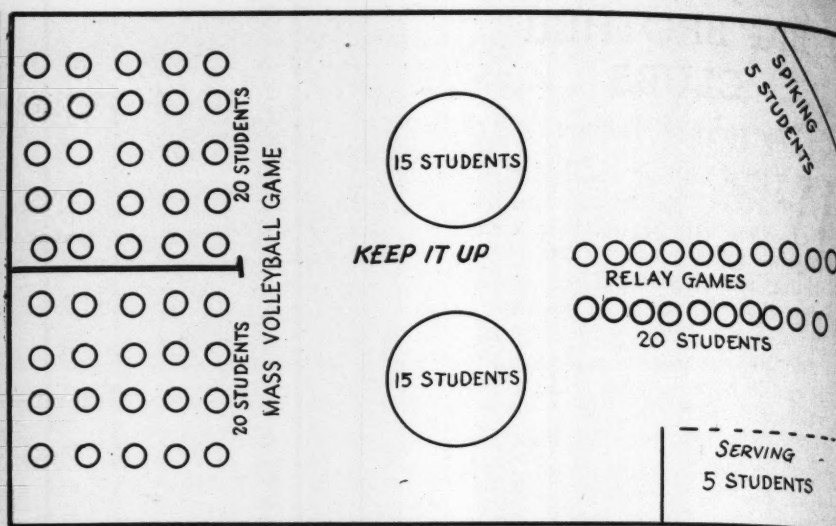
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Volleyball for 100 Students

By Josephine Burke

Josephine Burke, of the department of physical education at Hunter College, New York City, is chairman of the national subcommittee on volleyball for girls and director of the film, "Techniques in Volleyball," now being distributed by the Scholastic Coach Bookshop.

HAVE you arranged your physical activity program in the light of the new national demands? America needs women who are alert, healthy, and sound in mind and body.

Volleyball is a very suitable game for this purpose. In addition to its purely physical benefits, the game offers many enjoyable opportunities for mental relaxation—of no small moment in these super-nerve-charged days. It is a game for young and old, weak and strong, experienced and inexperienced.

It can be mildly recreative or keenly competitive. And, since it is not necessarily strenuous, fits in well with the women's program. It provides enough activity to stimulate the musculature and, at the same time, rarely strains the individual beyond her physical limitations. Yet it can be played with all the vitality an individual possesses.

Whether the players are merely interested in a carefree style of play, or whether they go at it intensively and scientifically, both games have their places in the program, depending upon the age, ability, and attitude of the group.

Another point in volleyball's favor lies in its safety. Seldom do you see any injuries through bodily contact. Women's athletics have always stressed non-contact sports just to prevent these kinds of accidents. The fact that volleyball teams

are on opposite sides of the net helps greatly in reducing injury incidence.

There are many other reasons for volleyball's popularity as a school and recreational sport. It is a very inexpensive game; the initial outlay for equipment and the cost of upkeep are very small.

Then, too, the game uses a large number of players; it can be played on a comparatively small space in relation to the numbers that play; and it requires no special surface so that it can be played on almost any level area.

Even with a large class, limited facilities and equipment, you can plan an active period for the students. Most girls enjoy a physical education period in which they are kept busy. So set up a plan that utilizes every inch of space and includes a variety of games.

Using a gym or play yard 50 by 75 feet, one can set up an adequate program for 100 students. Mass volleyball should be included in this program, as it accommodates many students, stresses important techniques, provides opportunity for teamwork and, if properly supervised, offers activity for all.

Circle and relay games stressing the volley, double tap, and taking the speed out of the ball are enjoyed by all and help build up the individual skills. The corners of the gym may be used for spiking and service, two of the more important techniques.

The accompanying diagram shows one of the many ways of arranging floor space to give maximum use with the greatest safety. Try volleyball this way.

(Continued from page 27)

An adult can see the humor of the situation. But not adolescent Sam. He finally unburdens himself to his big brother, who listens gravely and suggests some solution.

The big brother never laughs at Sam, but he may intimate that he, too, has had perplexing problems with the opposite sex and that every man goes through this stage. This usually proves a comfort to Sam.

Besides improving the morale of the individual, the club sets out early to invigorate the squad as a whole. Early in the season a steak fry is held with the players, big brothers, coaches, superintendent of schools, and principal attending. At this outing, each boy in his own words pledges to do his best for the school.

The social aspect is resumed during the middle of the season with a hamburger fry, after which the boys are often guests of their big brothers at a movie.

Forget-me-nots

Before games, former football players give talks to the squad, when invited by the coach. If the team plays away from home, the club sends a telegram as a reminder that it is with them in spirit. The big brothers also send personal telegrams to their charges.

Another obligation the club assumes is seeing that the athletes get the one sweater permitted them by the state athletic association during their high school careers. Money is raised, first, by a "dollar per ticket" drive for one game during the season. The difference between the usual price and the dollar goes to the sweater fund.

If the purchaser does not attend the game, the entire dollar is dropped into the kitty. This campaign is facilitated by the fact that the school does not sell adult season tickets. The second means of raising money is a sweater benefit dance at the end of the season.

This type of program naturally produces a superior sort of team morale, for boys respond when they know that other folks are pulling for them and are willing to do more than just talk or criticize. Furthermore, this new confidence and enthusiasm is contagious. It spreads all over the school and community as well.

The club also furnishes speakers for high school pep rallies, and keeps football sold to the community by sending delegates to the meetings of the various luncheon clubs before games.



Coaches, team managers and players
who want the best, insist upon . . .

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How many times toward the end of a game have you seen stamina swing scores in a team's favor? Proper protein may be a contributing factor in maintaining this stamina.

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Have your teams give Knox Gelatine a trial. Just follow the easy formula below. And write today for the Knox Build-Up Plan booklet and weight charts... FREE. Knox Gelatine, Dept. 81, Johnstown, N. Y.

Knox Gelatine Routine for Athletes in Training

1. Two tablespoons twice a day for 10 days. Take before and after practice period. Then, two tablespoons once a day. Take after game or practice period, preferably after shower.

2. If an individual shows loss of weight, try increasing the feeding by two extra tablespoons a day.

3. The recommended way to take the gelatine is in plain water (room temperature), orange, pineapple or grapefruit juice, or the fruit juice and water may be mixed 50-50, 4 oz. of water and 4 oz. of fruit juice.

4. HOW TO MIX:

(a) Pour onto the liquid 2 level tablespoons of Knox Gelatine; (b) let liquid absorb the gelatine; (c) stir briskly and drink before it thickens.

Knox Gelatine

*Is Plain,
Unflavored
Gelatine...
All Protein
No Sugar*



"Here Below"

(Continued from page 5)

through rehabilitation. Minor defects can be removed, thus eradicating causes of more serious diseases.

Prehabilitation can also be instituted, aiming at the prevention or correction of remediable defects prior to military age and in anticipation of examination for military service.

The broad scope which should be kept in the foreground includes:

1. Health protection through sanitation of the environment, through provision for a mental hygiene atmosphere, and through application of tested protective measures, such as immunization against certain diseases.

2. Health guidance through the provision of health services which embody constructive educational and guidance principles.

3. Health education with teamwork among teachers, nurses, physicians, dentists, and others.

4. Physical education properly integrated with all other elements of the health program.

5. Nutrition, with each of the school personnel making his appropriate contribution.

With the scarcity of medical and nursing personnel, teachers will have to be trained to carry more of the load for inspection of children, determining those who are below par and following through to see they receive the needed attention.

Nutrition programs should be developed in terms of local needs and resources, and the school program synchronized with the community program.

Manual available

As a guide in this wartime program of physical fitness, a special committee of civilian and military educators has prepared a manual for high school administrators and teachers.

It offers a complete working program for the high school administrator and teacher, outlining the responsibilities of each and how best they may be met. Included here are instructions for preparing a schedule, organizing class periods, testing, and intramural and interscholastic programs.

The activities recommended and technically analyzed embody the aforementioned groups (aquatics, gymnastics, combatives, games and sports, rhythmical activities).

Other subjects which are covered

in the bulletin include standards and tests, nutrition, control of communicable diseases, and health guidance and teaching. A special appendix contains blueprints for athletic fields and courts, military obstacle courses, and home-made apparatus.

The plan will be broached with the mailing of a copy of the manual to every high school principal and superintendent of schools. A series of regional institutes will serve to introduce the program to representatives of state departments of education, teacher training colleges, and other leaders from the states located in each region. School principals and physical educators will receive their indoctrination through training institutes within each state.

Needs for Army service

As previously noted, the plan has been carefully organized with an eye to the needs of the military. Representing the Army on the committee was Lieutenant Colonel Theodore P. Bank, a former high school superintendent and college physical education administrator who is now Officer in Charge of Athletics and Physical Education. He sets forth five physical fitness needs for Army service.

1. *Freedom from disease*, the discovery and care of which is a function of the physical examination and surgeon.

2. *Enough strength* to do easily the heaviest tasks that may be encountered in the routine and emergency day. Strength is developed in muscles primarily when their power of contracting is challenged by maximum loads. These activities develop strength: strenuous calisthenics and gymnastics, weight lifting, wrestling, sprint running, and other activities moving body weight at high speed.

3. *Enough muscular endurance* to persist without undue fatigue through the most strenuous day. A strong muscle carries a load for a longer time without tiring than does a weaker one. To develop muscular endurance, the strength activities are again recommended.

4. *Enough cardio-respiratory endurance* to perform easily the most prolonged exertion the soldier is likely to face. Conditioning is primarily based on training of the heart, lungs and circulation. Distance running, obstacle running, swimming, and competitive games

will build this sort of endurance provided the man forces himself often enough beyond his usual limit.

5. Enough speed, agility and flexibility to handle himself effectively in tactical operations. These are best developed through soundly selected calisthenics and other activities involving quick strong movements.

Anchors aweigh

For naval service, Lieutenant P. L. Woerner, Executive Officer of the Department of Physical Training at the Naval Academy, indicated endurance as of major importance in the basic problems faced by men entering the Navy.

In war time, officers and men are often on duty 24 hours a day, and there are times when a man must be on his feet as much as 60 hours. In the air there are sustained flights to tax the endurance of the strongest.

Often when a man finds himself in the water it is necessary to keep afloat for long stretches, to swim long distances, and to know how to swim through wreckage and burning oil. When confronted with an enemy, he must be able to defend himself without the use of weapons.

In the Navy, as well as the Army, the competitive instinct is a

factor of prime importance. That's why so many tough games and sports are embodied in their training programs.

The physical training program at the four Navy pre-flight schools is a paragon in this respect. So many requests have been received from high school men for outlines of this program that coaching clinics were established the past summer at each of the pre-flight schools.

At these clinics a tentative program for high schools and colleges were presented to the school men and suggestions for improvement solicited. The program, which is patterned after the regular pre-flight physical training course, is now ready for distribution.

For the most part, it consists of an outline of the fundamentals of eight sports: boxing, military track (including the obstacle course), soccer, wrestling, gymnastics and tumbling, swimming and life saving, basketball, and touch football.

Touched briefly are the organization of competitive units, administrative details, period for sports programs, and choice of sports.

Copies of this program may be obtained by addressing the Pre-Flight Physical Training Section of the Division of Aviation Training, 610 "H" Street, N. E., Washington, D. C.

FREE MANUAL FOR TRAINERS

ATHLETIC INJURIES. Pp. 16. Illustrated—photographs. New York: The Denver Chemical Mfg. Co. Free.

SIX of the country's foremost authorities on athletic injuries have collaborated on this exceptional treatment of bandaging and strapping:

1. Dr. Wilbur Bohm, of the department of physical education and athletics at Washington State College, who contributes the foreword;
2. John F. Rourke, trainer and track coach at Colgate University, who covers "Charley Horse";
3. Eugene J. Young, trainer at Notre Dame, "Injuries to the Hand, Wrist, Elbow, and Arm";
4. Ollie J. De Victor, trainer at the University of Missouri, "Injuries to the Hips and Ribs";
5. Roland Bevan, trainer at the United States Military Academy, "Injuries to the Shoulder";
6. R. L. Chambers, trainer at Duke University, "Injuries to the Shin, Knee, and Ankle."

These famous college men with long and varied experience offer practical advice on the handling of many of the common injuries. Their descriptions of bandaging and taping procedure are simple to follow and are supplemented with a large assortment of unusually fine pictures.

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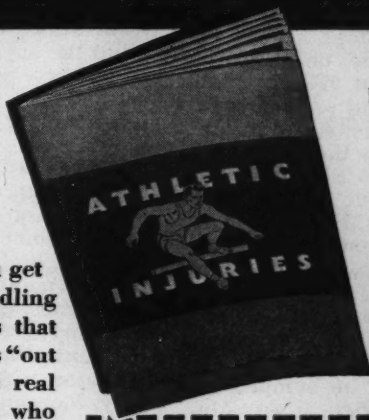
Roland Bevan—West Point.

Ollie DeVictor—University of Missouri.

Jack Rourke—Colgate.

Each article is illustrated. You get a complete picture of the handling and bandaging of the injuries that are most likely to put your boys "out of the game." These are the real personal experiences of men who have devoted years to the great cause of keeping athletes fit!

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Get it NOW! "Athletic Injuries" is more than a reference book—it's a friend in need. Of course the serious injuries are a problem for the qualified physician. But many common injuries are a problem for the coach and trainer! And that's you. So get busy!

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Illustrated by Kate Tracy

If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

Last month we were wondering who would do the coaching this year. We still don't know the answer, but the current crop of coaches seems to be a bit more bashful about spilling those tall stories of their athletic experience; those sagas of success that have lighted up *Coaches' Corner* in the past. Herewith we extend a special welcome to all newcomers to join our Contributors' Club. During the course of the year we again expect to hear from every state in the nation. We'd like very much to hear from each of the service camps. All set? The mails are open. Let's go!

Who said 13 is the unluckiest of numbers? What about 57? Especially in the world of sports. DiMaggio's famous hitting streak stopped abruptly at 56. Ben Hogan, the golfer, had been in the money 56 times in a row until he was shut out in the Henry Hurst Open a year ago. Football's longest string was put together by "Hurry-Up" Yost's old point-a-minute Michigan teams. It was ended in 1905 by Chicago 2 to 0, at 56! Lulu Constantino, the promising young featherweight, was going for his 57th without defeat when he bumped into ancient Chalky Wright last May. Christy Mathewson set a National League record when he pitched in 56 games back in 1908, and Hugh Mulcahy tied it in 1937. BUT Ace Adams finally hit the 57 game mark this year; in fact, went over it.

Nicknames Department: Notre Dame has a football candidate named John Adams. The top of his head being some 6 feet 7 inches above gridiron level, the boys call him "Tree." He has a couple of freshman playmates coming along who may be able eventually to see eye to eye with him.

They are John Pehar, 6 feet 6½ inches, from Los Angeles, and Jim Tharp, the runt of the group, 6 feet 5½ inches, from New Orleans. Maybe they'll become the "Three Trees" of the Notre Dame "T" formation.

We are very happy to learn of the prowess of a great Swedish runner, Gunder Haegg, who has been officially clocked in the mile at 4:04.6. That's getting down to the Cunningham class. In fact, it is the best outdoor performance on record. It is rumored that Gunder wants to come to America to run against some of Uncle Sam's milers. Now we want Gunder to come; we'd like very much to see him perform, but could he wait a little while? Uncle Sam has just about all of the boys who could give Gunder a good race working on another project just now. And we think it's mighty important.

We've heard of point-a-minute football but, until last month, nothing about point-a-second football. Well, on September 16 Brighton and Fort Morgan high schools, of Colorado, played point-a-second football—for 15 seconds. With that much time remaining in the half, a blocked Brighton punt gave Fort Morgan two points. Brighton kicked out and, on the first play, Morgan passed for a touchdown. On the first play after the next kickoff, Brighton punted and the Morgan safety galloped for a touchdown, the gun cracking while he was in flight. The conversion made the 15th point.

Here's a swimming record that ought to stand for a long time. Edward Knox, 14 years old, of Miami, dived into a swimming pool and ended up in the Atlantic Ocean 200 yards from shore. Knox was swept into the pool's large drain pipe, from which the grating had been removed, and the current sucked him through.

Elbie Fletcher, crack Pittsburgh Pirate first sacker, was still a high school student when he first went South with the Boston Bees in 1934. He had to get permission of the Milton, Mass., High School principal to make the trip.

Rarely does a Brooklyn Dodger fan glorify an enemy by calling him a bum. This elegance is jealously guarded for home heroes. But even the Dodger diehards, the past season, took a liking to Stan Musial, the sensational Cardinal rookie, who can run and hit like a Cobb. Raucoused one Dodger rooter during a Musial field day against the home team: "Hey, music box, how in de woild kin ennybody run so fast and see so good, yuh bum, yuh?"

"There's-Never-an-ill-Wind" Department: The new coach at Wheaton College is Albert Graf, formerly of Hastings, Minn., High School; at Valparaiso College the new head man in athletics is Loren Ellis, former Michigan City, Ind., High School mentor; and Ray Hamann, Kimberly, Wis., High School coach last season has taken over the basketball job at Lawrence College. Mark Almlie, we understand, has left the athletic directorship at Marshfield, Wis., to take over a similar post at St. Olaf's College, where he once starred in every sport on the athletic program.

We're very much worried about transportation. What's going to happen to basketball schedules this winter in such states as Arizona, New Mexico, Montana, Utah, Wyoming, and the Dakotas where the distances are tremendous and travelling none too easy in the best of times? We'll be more than interested in hearing from those of you on the firing line who have found a way to attack this problem successfully. (See W. Harold O'Connor's article on page 24.)

The young pitcher who found the going so tough even in a Class C league poured out his troubles to Stout Steve Owen, coach of the football Giants. At the bottom of the pitcher's despondency was an old outfielder in the league, a man in his early 40's, who could murder the Class C pitching.

"I'm afraid I'll have to give up pitching, Mr. Owen," explained the kid. "I threw this guy my very best fast ball—put everything I had on the pitch. And do you know what the so-and-so did?" The pitcher paused for rhetorical effect and then, in a voice quivering with indignation, went on:

"He spit tobacco juice on it as it went by the plate!"

Did you ever hear of a football practice being held up to remove an elephant from the field? Well, believe it or not, it happens every afternoon at Lakeview, Ore., High School. An auto wrecker chugs forth and removes an honest-to-goodness elephant from the center of the gridiron. After practice, the elephant is lugged back to where she was. The elephant is Sadie, injured when a circus truck ran off a road in nearby Antelope Canyon August 23.

One of the Russell Brothers' Circus stayed behind to care for three-ton Sadie, who is suffering from a fractured shoulder tip, bruised jaws and a pulled leg tendon. The one-time dancing pachyderm will have to remain in a horizontal position for another month.

What a Sadie-stic picture!

The first scouts to watch Johnny Beazley, the Cardinals' sensational pitching rookie, were from football, not baseball foundries. That was back in 1937 when big John was an end on the Hume High School eleven in Nashville, Tenn. Although he weighed but 156 at the time, he was a terror.

Can't we do something constructive about the high school curriculum? The Army and the Navy seem to be taking care of the situation in most of the colleges and universities. As a gesture towards desirable revision in the high schools, we offer this modest proposal: one half of each school day to be spent by every pupil on matters academic; the other half to be spent on physical education broadly interpreted to include all manner of manipulatory skills, such as the handling of tools, the operation of machines, typewriting, mechanical drawing, et cetera.

What with the shortage of clerical help and all, any day now we expect to hear rumors of a new type of baseball deal: "Two outfielders, a pitcher, and a first-class bat-boy for your office secretary. By the way, can she type?"

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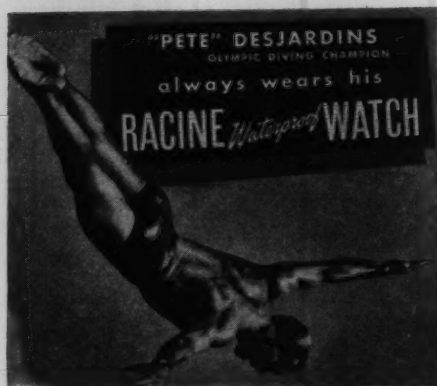
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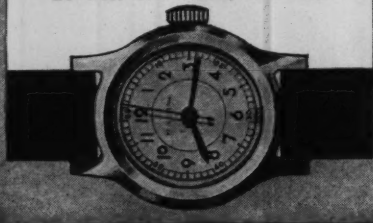
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Building a Marching Band

(Continued from page 12)

difficult routines, including school letters, diagrams, monograms, and simple "set" formations, that is, parades to certain spots and then holding position.

Appropriate music should accompany all formations; a good relationship creates greater interest in the band and a finer appreciation of its work.

After these "stills" are worked out, the more complicated routines can be attempted: moving formations—airplanes, Indian dances, clocks with moving hands, etc.

Timing is of extreme importance. The program should be planned with scrupulous respect to the over-all allotment of time, and with attention to sequence. A shrewd arrangement of the formations lends much to the effectiveness of the performance. As formations change from week to week, the accompanying music must also be altered to some degree.

The director must use his judgment in regard to the difficulty of the music. He must be capable of practically re-writing any selection. Most good marching ideas require special music. Good bands no longer "learn a piece" and then try to figure out a symbol to show off their virtuosity. For best results, the music should be adapted to the formation.

Our actual marching line-up is shown in the accompanying box. As you can see, we have 50 marching musicians and a 10-man "front." We have about 10 extra musicians in case of sickness to "regulars." These students attend rehearsals and practice with the others. This is a very essential part of the program, for

one hole in a well-planned formation will spoil the entire effect.

We have what are known as section-heads—first chair players—who are responsible for the attendance, attention, and skill of their sections. These students have great authority, but this is carefully supervised to obviate petty jealousies and other possible sources of friction. Only the natural leaders are selected for this honor.

In contrast to the accepted 4, 6, 8 or even 10 or 12 front lines, we use an odd-numbered front line. Naturally this limits us in mass drills, but with every member superbly able to march and play while wheeling through a formation, we are sort of "broadcasting on 5 watts and makin' 'em all count." I personally prefer a small group of this kind. The precision it is possible to obtain more than compensates for any shortcomings in mass work.

Probably the most vexing problem of the band director during the season is that of performing on a strange field. How can the band be properly prepared for the occasion?

It must be remembered that all football fields are of standard size. The only difference is the location of the goal posts (on goal lines) in the professional game. Also, some fields, instead of having 5-yard strikers from end to end, have some 5's and some 10's, or all 10's. Obviously, formation changes that are planned for the 25, 35, or 45 yard lines will cause great confusion if the band finds no such guiding lines.

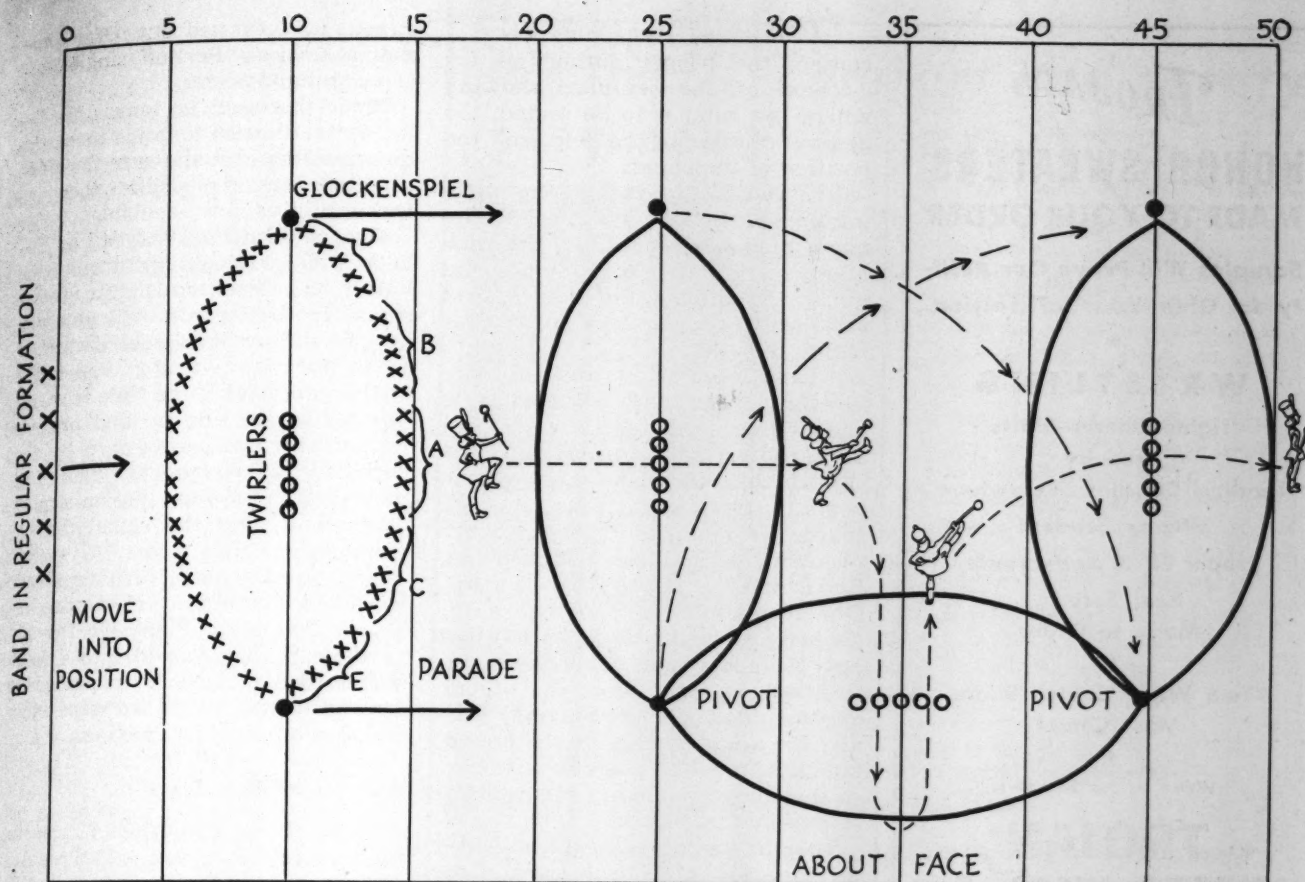
Our first move, then, would be to
(Continued on page 36)

School Flag

Drum Major

American Flag

Twirler		Twirler		Twirler	
Twirler		Twirler		Twirler	
Glockenspiel		Glockenspiel		Glockenspiel	
Trombone	Trombone	Trombone	Trombone	Trombone	Trombone
French Horn	French Horn	Baritone	French Horn	French Horn	French Horn
Tuba	Baritone	Tuba	Baritone	Tuba	Tuba
Cornet	Cornet	Cornet	Cornet	Cornet	Cornet
Cornet	Cornet	Cornet	Trumpet	Trumpet	Trumpet
Field Drum	Field Drum	Field Drum	Field Drum	Bass Drum	(Cymbals)
Clarinet	Clarinet	Clarinet	Clarinet	Clarinet	Clarinet
Clarinet	Clarinet	Clarinet	Alto Clarinet	Bass Clarinet	Bass Clarinet
Alto Saxophone	Alto Sax	Alto Sax	Tenor Sax	Baritone Sax	Baritone Sax
Piccolo	Piccolo	Piccolo	Piccolo	Piccolo	Piccolo



ROLLING FOOTBALL: The problems involved are purely positional. Once the idea of the oval is grasped, the bands-

men can roll over as often as you desire. Each complete turn reverses the band, the front rank winding up in the rear.

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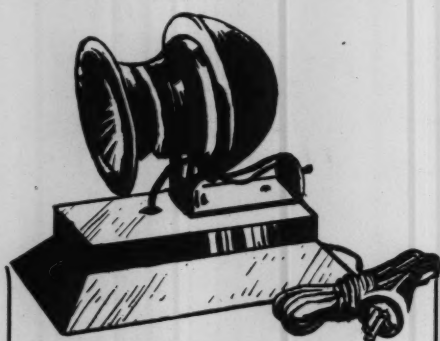
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(Continued from page 34)

contact the proper authorities for a chart of the stadium, showing where the band is to be seated, the general contour of the field, and the position of the stands.

Next, we would find out the starting time of the game (a simple thing many men neglect to do), the time allotment on the field before the game and during the halves, and possible transportation—a serious factor this fall.

Then we would determine whether to work formations principally to one side, or to do things which are discernible from any position.

With this out of the way, we can begin working out ideas. A good source of material is the school's nickname (Bulldogs, Wolverines, Red Devils, etc.) or the coach's name. One formation may portray a famous figure who will be a guest that day. Novelties (part of the band getting lost, straying from the others; arguments among the players) usually get a big hand from the crowd; but these must be planned with care so that they are clearly identified as intentional mistakes.

Various insignia—anchor for Navy, airplane for Air Corps, cannon for artillery, etc., also work in well.

After the ideas are assembled, we put the formations on paper in rough form. A sequence is established—getting on the field (determining which end or side to use for the beginning), the actual field routine, and getting off again, sometimes difficult because of the availability of less time than promised.

Once this is fixed, it is impossible to shuffle the formations. The bandmen learn only one routine; they are taught to move from a certain place in one formation to a certain place in the next. Any last minute shuffling of the formation will throw off the whole routine.

Blackboard drill

After completing the paper work and carefully plotting the formations on graph paper, we place the diagrams on a blackboard in a conspicuous place. The section heads are then called in (usually they are No. 1 in each rank of the marching group) and the routine explained in detail.

This gives our king-pins an overall idea of the pattern. The formations are left on the blackboard for the entire week so that any band member can check his position at any time.

On game day, the drum major sees to it that any necessary changes, such as 1 or 2 going abreast through a gate instead of 5, are instantly and

expediently carried out. Oral commands such as "Peel off, single file!" come in handy here.

Since the band no longer has familiar landmarks to guide them, the director should make sure the sideline markers are visible; they are the only aids now available.

Our performance last fall at Ebets Field, Brooklyn, during the halves of a Brooklyn Dodger professional football game, will give you an idea of how we actually work:

We were ready to step on the field at the gun, saving the time it would have taken to line up and prepare for an entrance. A fanfare by the cornets and trumpets, who had moved to the 5-yard line on a quiet drum beat, was the signal for the start.

Without the usual drum roll-off, we immediately started playing Yale's *Down the Field*. On the 15-yard stripe, we moved into a football (see diagram); then proceeded to "roll it over" until we were again endwise on the 45-yard line.

Stars over Brooklyn

Next, to one trio of *On Wisconsin*, we formed the letters A C E for Ace Parker, star of the Dodger team. We then played *He's a Jolly Good Fellow* and, on the repeat, moved into formation for a twirling movement—five lines of 10 each, in the form of a star, which rotated around the bass drum.

After breaking into a constellation of five smaller stars, the whole line of 10 on each side rotated from the outside pivot. A standard march sufficed for this routine. On the last 32 measures, we marched into a bell formation and, while playing *The Bells of St. Mary's*, moved the clapper back and forth to the ringing of the melody on the glockenspiels.

The moment we finished this, we broke into an eagle to the tune of *God Bless America*; then formed a big U.S.A. while playing Sousa's famous *The Stars and Stripes Forever*. The letters paraded intact to the side of the field, where regular band formation was quickly established.

We returned to our seats less than eight minutes from the gun-crack ending the half.

Needless to say, the adults in our football crowds continually marvel at such demonstrations by high school "kids."

Following is a code of rules, regulations, and suggestions for the beginning bandmaster:

1. Teach marching fundamentals first.
2. Always go from the known to the unknown.
3. Don't skip any steps; make slow

but steady and sure progress.

4. Don't let formations drag by planting them in any spot too long; playing through an entire march (two and a half minutes plus) is tiring. People want to see your band do something; the music must be rather incidental.

5. Use a fast tempo. Army regulation of 120-128 is too slow for demonstration purposes. Freeport's actual cadence is 148 beats per minute, which makes it possible to do more formations in the allotted time, and improves the entire performance through a snappiness impossible to attain at a slow tempo.

6. Get flashy uniforms. This does not mean a lot of gold braid, but something that will appeal to the eye in mass formation. Many uniforms, when viewed individually, seem perfect, yet do not give the desired mass effect from a distance.

The Freeport uniforms have the red and white school colors as a motif. They consist of red jackets, white flannel trousers (for both boys and girls), red high hats with white bushy silk plumes, and long navy blue capes with red and white linings, that extend just below the knees. While quite expensive, they definitely help make the band appear larger.

Teamwork in band

7. Stress the idea of teamwork. Remember, that where the team is two or three deep in every position, the band is not built that way. You put practically your entire band in every game. As a result, it is impossible to concentrate upon a dozen or so individuals, hope that nothing will happen to them, and forget about the other 50-odd. Praise your band as a group; build up an *esprit de corps*.

8. Develop confidence—not overconfidence or cockiness.

9. Start a twirling and flag-swinging corps. The band's general appeal is heightened by a group of girls who can strut and twirl, and who are easy to look at. Don't have too many, or they may get into each other's way.

10. In these times, patriotic melodies and formations are most appropriate.

11. When parading, spread out; don't walk shoulder to shoulder. Your group will thus look twice its actual size.

12. Work out your formations carefully in advance. View them from the various positions of the spectators. Strive for an effect that will be pleasing and intelligible to everyone.

(Concluded on page 40)

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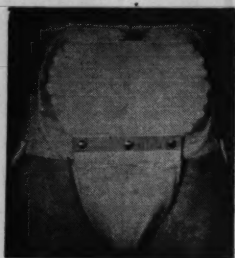
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Knee Injuries

(Continued from page 11)

ment, the field, practice sessions, mental attitude, and related factors.

Following are a few suggestions that will help prevent injuries on the field:

1. Make practice sessions interesting. Frequent switches in activity will help prevent let-down, dwindling interest, and inattention. Regulate the session so that the players don't leave the field exhausted. Stop when general fatigue is evidenced.

2. Large squads definitely tend to reduce injuries. Frequent replacements minimize fatigue—a prominent contributor to athletic injury.

3. Scrimmages should be interesting; provide incentives: scrimmages on the goal line, practice games, etc.

4. Don't employ the long body block (hook knee block) in high school football. The knees of most schoolboy athletes are not completely developed.

5. Confine the use of protective supports and bandages to games, scrimmages, or other body-contact periods. The constant wearing of protective supports will rarely strengthen a weak knee. These supports often are adjusted incorrectly.

6. Proper padding and fit of pants are essential, especially about the knee. One coach has succeeded in drastically reducing knee injuries by designing his own knee pad. He cut out the usual knee pads from the pants, and substituted a specially prepared piece of half-inch felt about a foot square. A V was cut on two opposite sides to permit flexion of the knee joint, and the felt adjusted so that the V's were opposite the joint. The guard was applied with the knee in a bent position.

7. Impress the players with the necessity of always keeping their eyes open, feet well spread, balance over the balls of the feet, and knees slightly bent. Warn them against a straight-legged stance with the knees locked and the weight back on the heels.

8. Players who are cat-like on their feet and adept at picking 'em up are seldom injured. They never expose their feet as targets for opponents to shoot at. An active player, always on the move, is a much more difficult target to block or tackle and usually escapes even the minor injuries to which most players fall heir. It is a well-known fact that the player who hits the harder suffers the least damage. It is the fellow who takes it easy or loafs who usually gets the bruises.

9. Make it a rule to give a good ten-minute warmup—loosening and stretching tight muscles—before every practice session. Strengthening weak joints, especially after a period of inactivity such as summer vacation, winter layoff, or convalescence after injury will insure strong legs for quick driving power.

Preventive exercises

Probably the most effective means of preventing injuries is through increasing the strength and flexibility of the involved joints. Flexibility is acquired through long and arduous practice, not unlike that of dancers and acrobats.

It is necessary to stretch the tendons and ligaments that control the joint. This can best be accomplished through exercise.

The exercises should be of two types—general and local. More fitting nomenclature, perhaps, is "calisthenic" for the general type and "corrective" for the local.⁵

The calisthenic type stimulates the general circulation, forces the blood into the muscles and joints, and loosens them. Jogging, arm swinging, trunk twisting, hopping, rolling, and throwing movements may serve as warmups. The exercises should be started slowly and increased in intensity as the respiration and heart synchronize.

Corrective or local exercises act on small tissue groups, such as small muscles, ligaments and tendons surrounding a joint. At present these are given most often in the convalescent stage of an injury; that is, after the injury has healed, leaving the joint or area involved in a weakened state.

In combative sports like football, basketball, and hockey, the body is frequently forced to assume unnatural positions. Occasionally, when these positions are held, a blow or twist will place great strain on a muscle or ligament unused to such pressure. The result is a tearing of the tissues with accompanying pain, bleeding and loss of function.

Such also is the result when a muscle or ligament is asked to perform a supernormal movement. Especially is this true where the action is sudden and unexpected, as in the case of knee and ankle movements.

Local exercises gradually stretch

⁵Wiechec, Frank: *Present Trends of Medical Exercise—A New Classification*, Physiotherapy Review, November-December, 1940, p. 339.

the ligaments of a joint beyond their normal range, conditioning them so that violent exertion will not cause injury. This overstretching of the joints should be practiced daily throughout the playing season.

The following exercises have been used successfully in preventing knee sprains:

1. Knee bends, from a half to a full knee bend.
2. Springing forward, backward, and sideward while in a squat position.
3. Duck walking.
4. One leg knee bends.
5. Russian step—hop from a squat to a straight knee position, alternating one leg at a time.
6. Running or hopping up flights of stairs.
7. Bicycle riding.
8. Mountain climbing.
9. Ice skating.
10. Rope skipping and shadow boxing.

Local exercises to strengthen the ligaments on the inner side of the knee include:

1. Standing with legs spread apart, toes turned in: Bend legs so that knees touch ground; then rise slowly to original position.
2. Standing with legs wide apart: Shift weight to one leg and bend that knee; place hand on outside of knee and push inward vigorously ten times; shift weight to other leg and repeat.
3. Squat position, knees close together, feet spread as wide as possible to either side, toes turned out: With spring-like motion gradually attempt to touch ground with buttocks, keeping knees together and feet apart.

Calisthenic Program

(Continued from page 16)

held at right angles to body: Twist at waist, bringing one hand to floor and other straight up.

20. Kneeling on one knee with other leg extended sideways, hands behind neck: Bend trunk toward extended leg.

Dual medicine ball drills

1. Sitting about 10 feet apart: Throw and catch ball with arms extended over head.

2. Standing 15 to 20 feet apart, one foot ahead of other: Throw and catch ball with arms extended over head.

3. Stride stand, 15 to 20 feet apart: Throw and catch ball between legs. Keep pass low, making catch and throw a continuous motion.



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Marching Bands

(Continued from page 37)

13. Spot your instruments. Arrange your Sousaphones (big bass horns) so that the formation will balance. Keep the bass drum in the middle of all formations, for appearance as well as musical necessity. Give your trombones room to play freely. As for your smaller instruments (cornets, clarinets, piccolos, etc.) keep them together as much as possible. Don't scatter them all over the field.

14. Technical commands such as "Column left oblique by squad" are fine for the Army, but require a basic training course to be practical for school bands.

15. Develop a sense of responsibility in the boys and girls by keeping off the field while they are performing. It's the "kids' show," stay out of it.

16. Read all you can about marching bands. Books recommended include: *The Band on Parade* by Raymond Dvorak, *Field Tactics for Military Bands* by C. N. Fielder, *Band Attention* by Mark Hindley, *Getting Results With School Bands* by Gerald Prescott and Lawrence Chidester.

These describe correct body posture, correct instrument carrying, and contain numerous diagrams on how to form letters and formations.

17. Build your program up to climaxes. Go from simple to more complicated routines.

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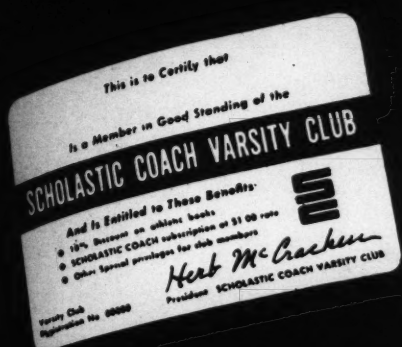
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